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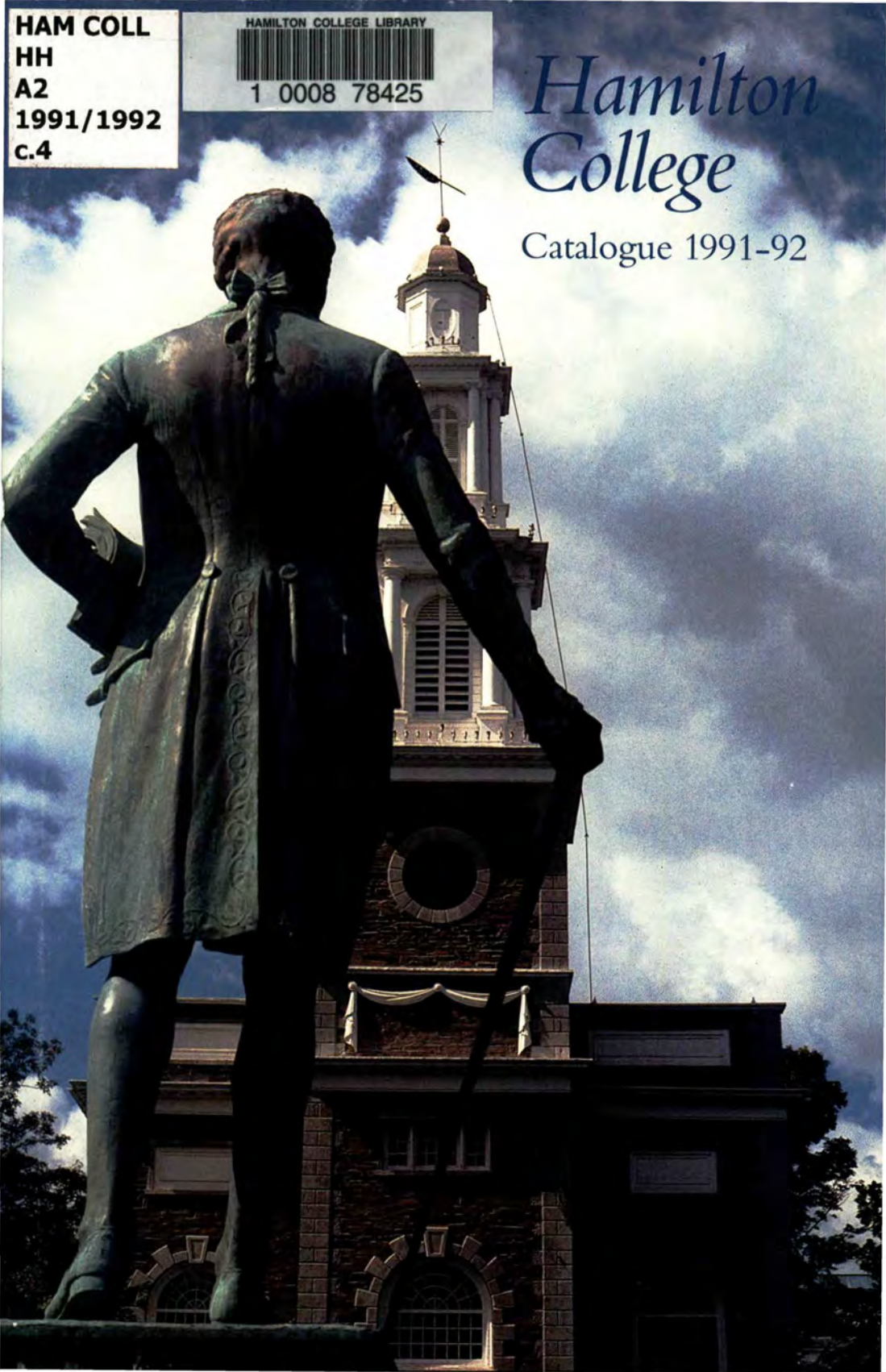
Hamilton College

Catalogue 1991-92



Hamilton College Catalogue 1991-92

August 1991
Clinton, New York 13323

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Hamilton College Calendar, 1991-92

Aug.	27-31	Tuesday-Saturday	New Student Orientation
	31	Saturday	Upperclass students return
Sept.	2	Monday	Fall semester classes begin, 8 a.m.
	5	Thursday	Last day to add a course or to exercise the credit/no credit option
Oct.	11	Friday	Mid-term recess begins, 4 p.m.
	16	Wednesday	Classes resume, 8 a.m.
	18	Friday	Mid-term warnings due
	18-20	Friday-Sunday	Parents Weekend
	25	Friday	Last day to drop a course without penalty
Nov.	1	Friday	Last day to declare leave of absence for spring semester 1992
	4-8	Monday-Friday	Preregistration for spring semester
	26	Tuesday	Thanksgiving recess begins, 4 p.m.
Dec.	2	Monday	Classes resume, 8 a.m.
	13	Friday	Fall semester classes end
	14-16	Saturday-Monday	Reading period
	17-22	Tuesday-Sunday	Final examinations
Jan.	20	Monday	Spring semester classes begin, 8 a.m.
	23	Thursday	Last day to add a course or to exercise the credit/no credit option
Feb.	28	Friday	Last day to declare leave of absence for fall semester 1992
Mar.	2-6	Monday-Friday	Sophomores declare concentration
	6	Friday	Mid-term warnings due
	6	Friday	Spring recess begins, 4 p.m.
	23	Monday	Classes resume, 8 a.m.
	27	Friday	Last day to drop a course without penalty
Apr.	6-10	Monday-Friday	Preregistration for fall semester
May	8	Friday	Class and Charter Day
	8	Friday	Spring semester classes end
	9-11	Saturday-Monday	Reading period
	12-17	Tuesday-Sunday	Final examinations
	24	Sunday	Commencement

History of the College

Hamilton College had its beginnings in a plan of education drawn up by Samuel Kirkland, missionary to the Oneida Indians, almost 200 years ago. The heart of the plan was a school for the children of the Oneidas and of the white settlers, who were then streaming into central New York from New England in search of new lands and opportunities in the wake of the American Revolution.

In 1793 the missionary presented his proposal to President George Washington in Philadelphia, who "expressed approbation," and to Secretary of the Treasury Alexander Hamilton, who consented to be a trustee of the new school, to which he also lent his name. The Hamilton-Oneida Academy was chartered soon thereafter. On July 1, 1794, in colorful ceremonies attended by a delegation of Oneida Indians, the cornerstone was laid by Baron von Steuben, Inspector General of the Continental Army and "drillmaster" of Washington's troops during the War for Independence.*

The Academy remained in existence for nearly 20 years. It faltered, almost failed, and never came to serve Samuel Kirkland's original purpose, which was to help the Oneidas adapt to a life in settled communities. In fact, few Indians came to attend the school, and its students were primarily the children of local white settlers. Yet, the Academy remained the missionary's one enduring accomplishment when, a few years after his death, it was transformed into Hamilton College.

The new institution of higher learning was chartered in 1812. The third college to be established in New York State, it is today among the oldest in the nation. Its history has been both long and eventful. After surviving dire difficulties in its early years, the College began to flourish in the period prior to the Civil War. Throughout the nineteenth century, however, it remained steadfast in its adherence to a traditional classical curriculum. Its students (all male), drawn almost entirely from the small towns and rural areas of upstate New York, were expected to enter well prepared in Greek and Latin. They continued to receive generous instruction in those languages, as well as in philosophy, religion, history, and mathematics, throughout their stay on the Hill. In that respect, Hamilton was not unusual among colleges of the time. However, there was a greater emphasis on "rhetoric and elocution" than at other schools, and public speaking became, and to some extent remains, a Hamilton tradition.

College life in the nineteenth century was rigorous. Students studied by lamp and kept warm by fires fueled with wood that they themselves had gathered. Each morning, they met in Philip Hooker's unique three-story

* *This historical link with our nation's origins has provided the inspiration for Hamilton's official colors (buff and blue, the colors of the Continental Army uniform), as well as the nickname for its athletic teams (the Continentals).*

chapel to hear a lesson, usually from the President. Although the requirement of chapel attendance has long since disappeared, this most beautiful of the College's buildings continues to dominate the central quadrangle. The social activities of undergraduates, left mostly to their own ingenuity and direction, led to the early growth of literary societies which sponsored programs of declamation and debate. Social fraternities were first formed on campus during the 1830s, and several continue to exist today. Athletic activities of the informal variety were the rule until the end of the century, when organized intercollegiate sports began to appear.

As the College entered its second century in 1912, Hamilton was preparing itself for the modern era. An ambitious building program under President Melancthon Woolsey Stryker (1892-1917) had given the College facilities that were the envy of peer institutions, and the curriculum had been substantially revised to accommodate modern languages and the sciences.

However, it was under President Stryker's successor, Frederick Carlos Ferry (1917-1938), that Hamilton achieved solid academic status among America's leading liberal arts institutions. Actively supported by Elihu Root, the distinguished statesman and Nobel Prize laureate who was Chairman of the Board of Trustees, President Ferry nurtured Hamilton as a place of quality teaching and learning. The work of modernizing the curriculum was continued, and a comprehensive and innovative athletic program giving encouragement to amateur enthusiasm and widespread participation was introduced.

In the aftermath of World War II, the pace of change accelerated. The student body was expanded and, thanks to a large and ever-growing pool of applicants, its quality was enhanced as well. The Faculty also grew in size and stature, and the social sciences became a more vital part of the curriculum through incorporation of course offerings in anthropology, economics and government.

Perhaps the most revolutionary change of all occurred when Hamilton established a sister institution, Kirkland College, in 1968. Even though Hamilton remained a men's school while Kirkland enrolled women only, students cross-registered for courses and they shared certain facilities, such as the new Burke Library. A coeducational atmosphere was thus created on the Hill. In addition, Kirkland offered numerous areas of study that were not then available at Hamilton. When the two colleges were combined in 1978, Hamilton became fully coeducational and its curriculum received enrichment from Kirkland's, particularly in the performing and studio arts and in such fields as comparative literature and sociology.

In recent years the curriculum has been further expanded to incorporate interdisciplinary studies such as Africana, American, Asian, Latin American, and Women's Studies, as well as computer science and a program in public policy. Also, the physical plant has been continuously renovated and expanded, providing students with access to exceptionally

modern facilities and equipment for both academic and extracurricular pursuits. Among recent developments are extensive renovations of facilities for the sciences, new language laboratories, an audio-visual center, a reading and writing center, the Emerson Gallery for the exhibition of works of fine art, and the expansion of the Robert E. Jones Computer Center. The latest major projects to be completed, the Hans H. Schambach Center for Music and the Performing Arts and the William M. Bristol, Jr. Swimming Pool, were dedicated in 1988.

In 1992 the College that evolved from Samuel Kirkland's plan of education will celebrate the 180th anniversary of its charter. Far from the modest frontier school for white and Indian children that the missionary envisioned, it has become an institution of higher education that draws its students from all areas of our country and even beyond its borders. Although Hamilton remains small by present-day standards and currently has a student body of only 1,650, it provides resources and facilities for a quality education that compare favorably with those offered by undergraduate institutions substantially larger in size. While faithfully maintaining the tradition of liberal learning in a comfortably intimate environment, Hamilton has responded to changing needs and circumstances in preparing its students for a world unimagined by Samuel Kirkland in the days of our nation's infancy.

College Purposes and Goals

Teaching in all its forms is the central mission of Hamilton College. At Hamilton it is understood that the pivotal commitment of the Faculty, Administration, and Staff to the educational and personal development of students is the College's most important and enduring tradition.

Hamilton is a coeducational, residential liberal arts community whose members value and seek intellectual and cultural diversity. The College encourages respect for political, religious, ethnic, racial, physical, generational, sexual and affectional, and intellectual differences, because such respect promotes free and open inquiry, independent thought, and mutual understanding.

Teaching and learning link the classroom to other aspects of student life and contribute to an educational environment that supports civility, respect, and meaningful student-faculty interaction. The Faculty represents men and women who are dedicated to the promotion of academic achievement, human decency, and personal growth. Hamilton students talk about "working with" rather than "taking courses from" their professors. Undergraduates spend much time with their teachers identifying problems, clarifying questions, experimenting with solutions, and frequently doing collaborative research. Although opportunities for social and recreational activities abound, Hamilton is, above all, an academic community in which challenging intellectual work is the main focus.

The fundamental purpose of a Hamilton education is to enable young men and women of unusual gifts to realize their fullest capacities, for their own benefit and that of the societies in which they will live. The College's motto, "Know Thyself," summarizes the primary goal of a liberal arts education. At Hamilton we believe that the proper mixture of good students, dedicated faculty, and a well-designed curriculum offers the best hope for a lifetime of continuing learning, intellectual exploration, and personal fulfillment. Hamilton's curriculum reflects an appropriate respect for breadth and depth in the study of the liberal arts. The College expects its students to develop the ability to read, observe, and listen with critical perception, and to think, write, and speak with clarity, understanding, and precision.

More specifically, a Hamilton education has as its essential goals the development of the following abilities:

1. **Fundamental Skills.** All academic work promotes the development of these skills, and the College expects its students to attain a satisfactory level of achievement in written, oral, and quantitative work. Students are encouraged to take writing-intensive courses. The Writing Program requires that every student pass at least three such courses, each taken in a different semester. For further details on the requirement, see "Standards for Written Work" under Academic Regulations. This requirement should be completed by the end of the junior year.

2. **Breadth of Course Work.** The student must earn a minimum of two course credits in each of the four academic divisions listed below. Within each division, course credits must be earned in at least two different departments or programs. This requirement should be completed by the end of the junior year.
   a) **Arts** (Art, College 300, Creative Writing, Dance, Music, and Theatre). Course choices in this division must include at least one full-credit course.
   b) **Historical Studies and Social Sciences** (Africana Studies, American Studies, Anthropology, Asian Studies, Economics, Government, History, Latin American Studies, Linguistics, Public Policy, Russian Studies, Sociology, and Women's Studies).
   c) **Humanities and Languages** (Classics, Comparative Literature, Critical Languages, East Asian Languages and Literature, English Literature, German and Russian Languages and Literatures, Philosophy, Religion, Romance Languages and Literature, and Rhetoric and Communication). Although students are not required to learn a second language, the Faculty believes that a good liberal arts education includes the development of proficiency in at least one foreign language.
   d) **Sciences and Mathematics** (Biology, Chemistry, Geology, Mathematics and Computer Science, Physics, and Psychology).
3. **Cultural Diversity.** The purpose of this goal is to make students aware of the diversity of the human condition and of assumptions about social relations, power and authority, and worldview connected with their own sociocultural heritage. Progress toward this goal must be made by one or more of the following:
   a) studying at the college level in a foreign country having a culture other than one's own;
   b) completing any course in Africana Studies, Asian Studies, Latin American Studies, Russian Studies, or Women's Studies;
   c) completing certain courses, appropriate to this goal, from other departments and programs.

   A course chosen to count toward this goal may also count toward Goal 2. This requirement should be completed by the end of the junior year.
4. **Ethical Issues.** To ensure that students think about ethical choices, about ways of approaching them, and about ways the range of choices may be shaped by society and culture, each student must complete at least one course that addresses such matters. Courses that may be appropriate to this goal are offered by many departments and

programs. A course chosen to count toward this goal may also count toward Goal 2. This requirement should be completed by the end of the junior year.

5. **Concentration.** The student must meet the requirements for a concentration.

Students make progress toward meeting these goals through a series of curricular requirements and through educational choices made in the context of a strong faculty advising program. A faculty advisor assigned to each student provides information, advice, and dialogue about choice of courses as the student strives to meet the five goals. For many faculty members and students, this relationship will be as important as any they form. As the primary intellectual guide, the Faculty determines the fundamental structure and the basic requirements in light of the liberal arts tradition and its appropriate adaptation to the contemporary world.

The belief in a liberal and liberating education is what gives meaning to academic life. Knowledge is good in itself but the freedom to seek it is a good of another and even more important kind. The search for knowledge is a moral discipline. In pursuing it we liberate ourselves from intolerance, bigotry, and prejudice. A Hamilton education will prepare you to make choices and to accept the responsibilities of citizenship in a democratic world of intellect and diversity.

Academic Programs and Services

The College Year

The College's calendar consists of two 14-week semesters. Students will normally elect four full-credit courses each semester to meet the minimum graduation requirement of 32 credits.

Students elect courses from among the offerings of 22 departments and 13 interdisciplinary programs. For qualified upperclass students, the College's Term in Washington and programs in France and Spain provide unusually rich off-campus educational experiences.

Academic Advising

The Hamilton College curriculum affords students a wide range of courses and disciplines within the liberal arts. The College relies heavily on a system of academic advising designed to assist students as they establish their academic goals and in the selection of their courses. Each advisor is a member of the Faculty with a term of service beyond one year. Although students ultimately decide which courses to take, their advisors help them determine the level and sequence of courses appropriate to their needs and guide them in planning a balanced four-year program.

Each first-year student is assigned a faculty advisor who provides guidance during the first and second years. The advisor will help the student plan the fall course schedule during Orientation. At that time, each student also takes a variety of placement and proficiency tests. The results of these tests enable the student and advisor to discuss and agree upon appropriate courses and to initiate development of a balanced academic program.

Preregistration for each term takes place near the end of the preceding term. At such times of academic advising, students are encouraged not only to plan for the coming term but also to look ahead to their entire course of study, with special attention to the educational goals of the College.

In the second semester of the second year, students elect their concentration, after which time advising becomes the responsibility of a faculty member in the student's field of study. Student and advisor continue to work on the student's plans to satisfy the goals of the College, to fulfill the requirements of the concentration, and to prepare for the senior program of the concentration. Certain members of the Faculty offer counsel to students preparing for particular professions and careers.

Hamilton's advising system is distinctive among colleges and universities in its reliance upon the Faculty to do all academic advising. The advisor is more than a casual faculty contact: advisor and advisee are expected to meet frequently and discuss the advisee's academic needs and problems. The performance and course selections of each student are reviewed carefully by the student's advisor, who may also consult with other advisors about his or her advisees' curricula and ways of strengthening them. Students may seek additional advice about their academic programs from the deans in charge of academic advising.

Academic Support Services

The Library—The Library contains more than 440,000 volumes, and the collection is constantly expanding with new acquisitions in response to ever-changing academic interests and curricular needs. The main collection is particularly strong in the areas of history, the social sciences, and the humanities. A separate science collection is maintained in a special library in the Science Building. In addition to books, the Burke Library regularly receives approximately 2,100 different periodicals, together with an ever-increasing amount of microform material. Additional material for research purposes is available through interlibrary loan arrangements with other libraries. Students have free access to the collection, and study carrels are provided for those preparing term papers or engaged in independent projects.

Among the Library's special collections are the Rare Book Collection, the Ezra Pound Collection, the Beinecke Lesser Antilles Collection, and the Alumni Collection of books written by and about graduates of the College. In addition, an area of the first floor of the Library contains easy chairs and a collection of books selected for leisure-time reading. Seminar rooms for small classes are also located in the Library.

Information Technology Services—Members of the Hamilton community have access to the type of computing resources normally found only at large universities. The mission of ITS is to help faculty, staff, and students to become self-sufficient users of computing hardware and software, the telephone system, and data networking. Public computing facilities are available in three main locations on campus, the Robert E. Jones Computer Center in the basement of the Burke Library, the Nesbitt-Johnston Reading and Writing Center, and a social science laboratory in the Kirner-Johnson Building. These facilities contain over 125 microcomputers, as well as dot matrix and laser printers. Problem-solving and consulting services are provided by the ITS staff through a HelpDesk located in the Computer Center.

Other services provided by ITS staff include: operating the College's Rolm voice/data telephone system through which members of the Hamilton community gain access to local and national data networks for electronic communication, access to library catalogues, and large-scale computing on Cornell University's IBM 3091 mainframe computer; offering short training courses; ordering, installing, and maintaining computer hardware and software; arranging discounts for personal purchases of microcomputers; developing automated systems for administrative offices; and organizing, analyzing, and reporting data in support of institutional research. ITS offices are located on the lower level of the Burke Library.

Nesbitt-Johnston Reading and Writing Center—Designed to support writing in courses throughout the curriculum, the Reading and Writing Center offers individual writing conferences with peer tutors for students who wish to discuss any writing, at any stage of its development, whether

or not it is part of a course. Writing conferences are sometimes incorporated into the requirements of writing-intensive courses, but many students also request conferences on their own. In addition, the Reading and Writing Center, located in the Kirner-Johnson Building, offers faculty consultation, word processing facilities, and a resource library on writing in different disciplines.

Concentration

Among the requirements for graduation is the successful completion of a concentration (major) offered by the several departments and programs of instruction.

The number of courses comprising a concentration normally ranges from eight to ten, depending upon the department or program. Specific descriptions of each concentration appear in the entries under Courses of Instruction. Every student is required to complete a senior program as defined by his or her concentration. For more information, see the sections entitled "Concentration" (under Academic Regulations) and "Senior Program," below.

The specific disciplines and programs in which a student may concentrate are American Studies, Ancient Mediterranean Civilization, Anthropology, Art (History of Art or Studio Art), Asian Studies, Biochemistry/Molecular Biology, Biology, Chemistry, Classics, Comparative Literature, Computer Science, Creative Writing, Dance, Economics, English, Foreign Languages, French, Geology, German, Government, History, Linguistics, Mathematics, Music, Philosophy, Physics, Psychobiology, Psychology, Public Policy, Religion, Russian Studies, Sociology, Spanish, Theatre, Women's Studies, and World Politics.

Minors

The specific disciplines and programs in which a student may minor are Africana Studies, Anthropology, Art (History of Art or Studio Art), Astronomy, Biology, Chemistry, Classics, Comparative Literature, Computer Science, Creative Writing, Dance, Economics, English, French, Geology, German, Government, History, Latin American Studies, Linguistics, Mathematics, Medieval/Renaissance Studies, Music, Philosophy, Physics, Psychology, Public Policy, Religion, Russian Studies, Sociology, Spanish, Theatre, and Women's Studies. Specific descriptions of each minor appear in the entries under Courses of Instruction.

Senior Program

All students are required to complete the Senior Program in their concentrations. Each department and program of concentration has designed a senior program that serves as an integrating and culminating experience for the concentration by requiring students to use the methodology and knowledge

gained in their first three years of study. Building on their courses, and showing their increasing ability to work independently in terms of both motivation and subject matter, seniors are required to produce a significant synthesis of knowledge by means of one of the following: a research project leading to a written, aural, or visual creation; a seminar for concentrators, including a major presentation and research paper by each student; or comprehensive examinations ideally involving both written and oral components. This requirement allows seniors to demonstrate at an appropriate level their mastery of content and the methods of the discipline and their continuing development of the essential arts of educated men and women.

Senior Fellowship Program

Each spring the Dean of the Faculty designates up to seven academically outstanding members of the junior class as Senior Fellows. Students in the junior year may become candidates by submitting a proposal for a senior year of independent study. The proposal usually grows out of earlier independent study courses and is framed in consultation with two faculty advisors of the student's choice. Senior Fellows are exempt from taking a normal course load in the conventional curriculum and they need not complete concentration requirements; they may take such courses as are appropriate to their fellowship projects and their educational goals. A written thesis is required at the close of the fellowship year, along with a public lecture to the College community. Evaluation is made by the advisors and an examination committee.

Hamilton College Junior Year in France and Academic Year in Spain

The Hamilton College programs in France and Spain are distinguished for the thoroughness with which they immerse students in the language, history, and culture of those countries.

Enrollment in the Junior Year in France Program is open to students whose preparation in French is sufficient to enable them to profit from courses in the humanities, fine arts, and social sciences taught in French. To be admitted, students must demonstrate a strong academic record and an adequate knowledge of French. The program, directed in France by a member of the Romance Languages Department, begins with a session in Biarritz in September and October. The balance of the academic year is spent in Paris.

In collaboration with the faculties of Williams and Swarthmore Colleges, Hamilton also sponsors a program in Madrid, the Academic Year in Spain. The program is open to sophomores, juniors, and seniors who wish to pursue studies in Spanish language, literature, and civilization. To be admitted, students must demonstrate a strong academic record and an adequate knowledge of Spanish. Hamilton is the primary organizer and sponsor of

the program, while directorship rotates among members of the faculties of the three collaborating colleges. Students may be admitted for one term, but they are encouraged to spend one full academic year in Spain.

Students who may wish to participate in either of the programs should pursue study in the relevant language and consult with a member of the Department of Romance Languages. For further information on the programs, see "Romance Languages and Literature" under Courses of Instruction.

Hamilton College Term in Washington Program

Each fall term Hamilton offers a program in Washington, DC, for qualified juniors and seniors. The program is directed by a resident member of the Government Department. It consists of internships in the legislative and executive branches of the federal government which are integrated with course work involving research and writing. The term is designed for students who have demonstrated ability to work on their own initiative, and who have particular interest in the problems of government and public affairs. The program is not restricted to those concentrating in Government; it is also open to selected students from other colleges.

A Hamilton student who participates in the Term in Washington Program will be appointed to the Dean's List for that semester if that student earns a grade point average of 90 or higher in the three conventionally graded courses in the program and completes the required internship with work evaluated as "excellent" by the Director of the program.

Study at Neighboring Institutions

With appropriate approval (see "Transfer of Credit" under Academic Regulations), a Hamilton student may take course work toward the baccalaureate degree at neighboring institutions. In recent years students have enrolled in courses at Colgate University, Syracuse University, and Utica College of Syracuse University. Usually one course is taken at a neighboring institution while the rest of the student's work is done at Hamilton.

Cooperative Programs

Hamilton has established cooperative arrangements with several other institutions to expand the educational opportunities open to students. Several instances are described below. Students enrolled in cooperative programs with other colleges and universities receive a Hamilton degree only upon demonstrating to the department in which they concentrate that they have fulfilled concentration requirements and have striven to satisfy the goals of the College. If the concentration requirements have not been met by the end of the junior year, they may, with the approval of the department, be completed at the cooperative institution.

Cooperative Engineering Program—Liberal arts-engineering (3-2) plans are in effect with Columbia University, Rensselaer Polytechnic Institute, and Washington University of St. Louis, whereby the student spends three years at Hamilton and then two years at the cooperating engineering school. At the end of this period, the student earns an A.B. from Hamilton and a B.S. from the engineering school. Admission to these programs in chemical, civil, electrical, and mechanical engineering (as well as many others) is based on the positive recommendation of the Department of Physics. Various 4-2 plans lead to different degree options. For details, consult with the engineering advisor, Professor J.W. Ring, in the Department of Physics.

Cooperative Law Program—The Hamilton cooperative law program permits highly qualified students to enter the Columbia University School of Law after completion of the junior year. The program in Accelerated Interdisciplinary Legal Education (AILE) permits these students to earn both the Hamilton baccalaureate degree and the Columbia *juris doctor* degree after three years of study at each institution. Interested students should consult with Professor Robert Simon in the Department of Philosophy.

Cooperative Public Policy Program—Hamilton cooperates with the University of Rochester in a trial program which will enable students to receive in five years the A.B. degree from Hamilton and a Master of Science degree from the University of Rochester in public policy analysis. Students interested in this option should consult with Professor Paul Wyckoff in the Department of Government.

Cooperative Teaching Certification Program—Hamilton cooperates with Utica College of Syracuse University in a trial program that enables students to achieve secondary school teaching certification. Students interested in the program should consult as early as possible (preferably no later than the beginning of their sophomore year) with Professor Timothy Kelly in the Department of Mathematics and Computer Science.

Early Assurance Program in Medicine—This cooperative effort by a small group of northeastern liberal arts colleges and medical schools provides an opportunity for selected students, at the end of their sophomore year, to gain assurance of a place in medical school upon graduation from Hamilton. It is intended for students who are confident of their career choice and who have completed two of the four science courses required for admission to medical school. In addition, applicants must propose, for the third and fourth years of college, a plan of study that would not be possible if they were to follow the usual pathway in which the timing of additional science courses and admission test and interview requirements limit the options for exploiting broader liberal arts educational opportunities. While this program may reduce the academic pressures which

premedical students often experience, its major purpose is to provide greater choices for personal development. More detailed information can be obtained from Professor Sue Ann Miller in the Department of Biology.

Study away from Hamilton

Each year approximately 150 Hamilton students study abroad, either with the College's programs in France and Spain or with other approved foreign study programs and universities. Hamilton has special relationships with a number of these, notably the Swedish Program in Stockholm. Students who think they may wish to study abroad, usually during the junior year, should consider early in their college careers, and in consultation with their advisors, how such study will fit into their academic planning. They should also be developing the self-reliant habits of study and a level of academic achievement that will qualify them for study abroad and enable them to perform successfully in unfamiliar conditions. Students who plan to study in a non-English-speaking country are advised to develop their proficiency in the language of that country.

It is also possible to study for a term or more at other colleges and universities in the United States. Interested students should consult the procedures outlined in the sections on "Transfer of Credit" and "Leaves of Absence" under Academic Regulations, and should confer with the Assistant Dean of Students (Academic) well in advance of the term or terms during which they hope to study at any off-campus institution, either in the United States or abroad.

U.S.-U.S.S.R. Academic and Cultural Exchange Program—Hamilton is a participating member of the American Collegiate Consortium for East-West Cultural and Academic Exchange. This is the first official year-long exchange of American and Soviet undergraduates sponsored by the Soviet State Committee on Higher Education. Hamilton hosts Soviet students each academic year and also sends its students to the Soviet Union for study. In 1991-92 two Hamilton students will be enrolled in universities in Moscow and Novgorod. This exchange program is aimed at students majoring in any discipline who have an intermediate to advanced level of competence in Russian. For additional information, contact Professor Franklin Sciacca, administrator of the Russian Studies Program.

Williams College Mystic Seaport Program—Hamilton is one of 18 institutions whose students are eligible to apply for the limited number of spaces in the one-semester program in American Maritime Studies taught at Mystic Seaport Museum, Mystic, CT. The program is accredited through Williams College. Students interested in applying should confer with the Assistant Dean of Students (Academic) by the end of the fall semester of the preceding year.

Academic Regulations

Baccalaureate Requirements

To qualify for the baccalaureate degree, a student must meet the degree requirements established by the Faculty for the class in which he or she has matriculated.

Course Units—The number of full-credit courses (or the equivalent) required for graduation is 32. They must be completed with passing grades; a grade of C- or higher must be achieved in at least one-half of the courses taken at Hamilton. No more than 15 course credits in a single department earned after entering the College, including transfer credits, may be counted toward the courses required for graduation. Each unit of credit is equivalent to four semester hours.

Residence—A student must complete at least one-half of the courses required for graduation while in residence at Hamilton and be in residence for the final semester of study. Residence means enrollment in programs sponsored by the College, on or off campus.

Time for Completion of the Degree—The normal pattern for earning the baccalaureate degree is four consecutive years of study. The requirements must be completed within seven calendar years from the date of matriculation.

Goals and Distribution Requirements—A student must meet the five goals of the College, which include certain distribution requirements. For additional information, see College Purposes and Goals.

Concentration—A student must complete the requirements for a regular concentration, a double concentration, or an interdisciplinary concentration with a cumulative average of at least 72 in all courses taken at Hamilton that are approved for the concentration. Seniors must take at least one course each semester in their concentrations unless granted an exemption by the departmental or program Chair and the Committee on Academic Standing. All students must complete the Senior Program in their concentrations.

Each student elects a concentration in March of the sophomore year. For each student the requirements for the concentration elected are those specified in the edition of the Catalogue published for that student's sophomore year.

Regular Concentrations—Students declare their concentrations in the spring of their second year, before preregistration for fall semester courses. By the end of the second year, a student must have completed at least two courses in the department or program of concentration, and must have

received a cumulative average of 72 or higher for all work taken in that department or program. The concentration is listed on the official transcript. A student may change from one concentration to another only with the approval of the departments or programs involved and the Committee on Academic Standing.

Double Concentration—While students normally declare a single concentration, it is possible for a student to complete and gain recognition for concentrations in two departments or programs, provided that approval to elect a double concentration is granted by the departmental or program Chairs involved and by the Committee on Academic Standing. Approval to elect and declare a double concentration is granted only when the student makes a compelling case in writing to those whose approval is necessary. They will take into consideration the amount of progress the student has made toward meeting the first four of the College's academic goals (see College Purposes and Goals), the extent to which this combination of concentrations allows curricular distribution, the total number of courses required to complete both concentrations, and the student's ability to fulfill the Senior Programs of both concentrations. A student may not count a course as part of the concentration requirement in more than one department or program. When approved, both concentrations are listed on the official transcript. Petitions from those seeking approval for a double concentration will not normally be considered after the add period of the first semester of the petitioner's junior year. Those who have been granted permission for a double concentration may drop one of them at any time by informing the appropriate departmental Chair and the Registrar.

Interdisciplinary Concentration—A student may design and declare an interdisciplinary concentration involving two or more departments. After consulting with and gaining approval from the appropriate departmental Chairs, the student must submit the proposed interdisciplinary concentration in writing for approval by the Committee on Academic Standing, which will evaluate the proposal according to standards similar to those for the double concentration. The student must have a cumulative average of at least 72 in all courses approved for the concentration. The student must specify a Senior Program which meets the approval of the committee.

Regular Concentration with Option of a Minor—A student with a concentration in a single department or program may declare a minor in any other department or program that offers a minor, or in an interdisciplinary minor program previously approved by the Committee on Academic Policy. Students declaring a minor must consult with and gain the written approval of the appropriate departmental or program Chair. Declaration of a minor in the same department or program as the student's concentration requires approval of the Committee on Academic Standing. To enter a minor, a student must have completed at least one course in the

discipline and must have earned a cumulative average of at least 72 in all courses counting toward the minor. This average must be maintained if the minor is to be listed along with the concentration on the official transcript. A minor consists of five courses as approved by the department, program, or committee under which the work is undertaken. A student may not count a course as part of both the concentration and the minor. A student may not declare a minor after the add period of the second semester of the senior year.

Senior Program—All students must complete a Senior Program in their concentration. For additional information, see Academic Programs and Services.

Standards for Written Work—The College requires satisfactory standards of correctness in all written work. Students are encouraged to take writing-intensive courses, which are offered by most departments and programs of the College. Writing-intensive courses include any so designated by the Committee on Academic Policy. The description of each course indicates whether it is writing-intensive. For a list of all such courses, see "Writing Program" under Courses of Instruction.

The Writing Program requires that every student pass at least three writing-intensive courses, each taken in a different semester. At least one of the courses must be taken in the first year. At least one course must be outside the student's area of concentration. Writing-intensive courses in Mathematics or courses in which assignments are written in a language other than English may total no more than one of the three required courses. This requirement should be completed by the end of the junior year.

Any member of the Faculty may inform the Director of the Reading and Writing Center that a student has not met the required standards in the written work of a course, even if the student receives a passing grade in that course. The student must then meet with the Director or his or her designee to determine what remedial work the student should undertake. No such student may graduate from the College until the Committee on Academic Standing, in consultation with the Director, has certified that the student's writing meets the College's minimum standards.

Moreover, any member of the Faculty may require that a student receive remedial instruction in writing from the Director of the Reading and Writing Center, or his or her designee, as a condition for completing that instructor's course.

English as a Second Language—Hamilton is in the process of developing a formal program in English as a Second Language for its matriculated students. During the academic year 1991-92, the College will offer a fall semester course in writing for students whose first or native language is not Standard English. Any student seeking further experience and training in the use of Standard English may elect to take the course. Work in the

course is graded, and regular academic credit toward graduation is given for it. In addition, the course satisfies the College-wide requirement of one writing-intensive course during the first year. Further, student tutors with training in English as a Second Language will be available to assist students with work in all of their courses, including the regular English as a Second Language course, throughout the academic year. (See also "English as a Second Language" under Courses of Instruction.)

Standards for Oral Work—The College requires minimum standards of effectiveness in all prepared oral presentations. Any member of the Faculty may inform the Associate Dean of Students that a student has not met the College's standards for oral presentation in a course, even if the student receives a passing grade in the course. A student who accumulates two or more such warnings must take remedial work in a tutorial program offered by the Department of Rhetoric and Communication or meet the requirement by such other means as the Department may approve. Such a student may not be graduated from the College until the Committee on Academic Standing has determined that the student meets the College's standards for effectiveness in speaking.

Standards for Quantitative Work—All entering students are required to take a diagnostic examination in quantitative skills during Orientation. Advisors will discuss deficiencies with students and recommend ways to improve those skills. Instructors may require a minimum score on the examination as a prerequisite for their courses.

Physical Education Requirement—Every student must participate in the program of instruction offered by the Physical Education Department. Each student is required to pass tests in swimming and physical fitness, and to demonstrate proficiency in three of the following sports or to meet an equivalent standard, subject to departmental approval. Instruction is available in advanced conditioning, aerobics, aquatic instructor certification, badminton, bicycling, golf, jogging, lifeguard training, nautilus, platform tennis, racquetball, skating, squash, tennis, and volleyball. Once students have passed the test or tests for the activity, they are excused from further attendance in that sport. In most instances the requirements are met in the first year; all students must complete the physical education requirement no later than the end of the sophomore year.

Transfer students should register for a physical education course upon matriculation and consult with the departmental Chair about completion of the requirement. Prior instruction may be applicable to Hamilton requirements.

Conferral of Degrees—All qualified students receive the degree of Bachelor of Arts, which is conferred once a year at the graduation ceremony. The degrees are conferred only upon students who have completed

all the baccalaureate requirements described above, who have no outstanding bills at the College, and who are present to receive their diplomas (unless they have requested and received authorization from the Committee on Academic Standing for conferral *in absentia).*

Honor Code

Matriculation at Hamilton is contingent upon a student's written acceptance of the Honor Code regulations. The Code covers all course work and course examinations at Hamilton College during a student's college career. Complaints alleging violations of the Honor Code shall be submitted in writing by instructors or students to the Chair of the Honor Court or to the Dean of Students.

Independent Study

After the first semester of the first year, a student may engage in independent study during the school year in place of a regular course. The student's independent study proposal must receive the approval of the faculty supervisor, the appropriate departmental Chair, the student's faculty advisor, and the Committee on Academic Standing. Normally, arrangements are completed in the semester preceding that of the independent study; late petitions may be denied. Independent study requires discipline and responsibility, so the Faculty takes into account the maturity of the student and the level of his or her knowledge and academic background when it considers proposals for independent study. A student normally will not engage in more than one independent study, and cannot engage in more than two independent studies, in any one semester.

Independent study may take many forms, but normally it consists of the study of material unavailable in the formal College curriculum, of laboratory or field research, or of the creation of some body of work in the creative arts, such as poetry, fiction, musical composition, or visual arts.

In exceptional circumstances an off-campus independent study may require evaluation by the off-campus supervisor rather than by the Hamilton faculty supervisor. In such cases the Committee on Academic Standing expects that the study will be graded on a credit/no credit basis. Hamilton credit for such studies will be awarded only after a Hamilton faculty member has evaluated and approved the completed project.

Internships

The College recognizes that an internship or an apprenticeship experience can be a valuable supplement to a student's academic program. Students beyond the first year (eight courses) who are in good standing are eligible to engage in such internships and apprenticeships. Although academic credit is not awarded for such activities, a student may obtain from the project supervisor a letter of evaluation. The Office of the Dean of Students

will place the letter in the student's permanent file. Under the direction of a regular member of the Faculty, and with the approval of the Committee on Academic Standing, students pursuing off-campus internships and apprenticeships approved by the College may at the same time be enrolled for independent study credits according to the general policies that govern independent study at the College.

Independent Coverage of Course Work

Under certain circumstances, a student may cover a course independently and receive credit on the basis of demonstrated proficiency. The course covered in this manner must be one that is normally offered in a regular semester. Such study is ordinarily undertaken during the summer recess and permits the student to move rapidly into advanced courses for which there are prerequisites, or to make up a course failed during a preceding semester.

A student wishing to cover a course independently must obtain the approval of a faculty supervisor, the appropriate departmental Chair, the faculty advisor, and the Committee on Academic Standing. The fee for independent coverage is $400, except when it is undertaken during a semester in which the student is enrolled full-time; in that case, the independent coverage counts as one of the 37 courses available to the student through the payment of regular tuition.

Course Election

Both Hamilton's commitment to excellence and its need to operate within its resources have implications for course enrollment policy. Except for independent studies and courses with limited enrollments, a student shall be free to elect, during the calendar periods for registration, any course for which the prerequisites have been met. However, a senior who desires to elect a 100-level course must first obtain the permission of the Chair of the department that offers the course.

Full-time students normally elect courses equal to four credits during both the fall and spring semesters. During each of these semesters, students may carry no more than five, and no fewer than three, full-credit courses. Any exception must be approved by the Committee on Academic Standing (see also "Overelection Fee" under Tuition and Fees).

Part-time study at Hamilton is available only to special students and to those participating in the Hamilton Horizons Program (see Admission).

Course Changes for Fall and Spring Semesters

A student may change (add or drop) courses during the first four calendar days of the fall and spring semesters after consultation with the advisor. An add/drop form must be completed and returned to the Registrar's Office within the four-day period.

After the first four calendar days of either semester, a student who is taking four or more courses may drop a course *up to one week after mid-term*, provided he or she has the approval of the advisor and of the instructor of the course. The dropped course counts as one of the 37 courses that a student can elect without extra charge (see "Overelection Fee").

After the drop deadline, a student may drop a course without the penalty of failure *only* if approval to do so is granted by the Committee on Academic Standing. Only extraordinary circumstances warrant the Committee's approval of such a request.

Grades

A student's academic performance is graded by the instructor at the close of the semester with one of 14 grades. Each of these grades has a numerical equivalent which is used to determine a student's average and class standing. The lowest passing mark is D – .

The letter grades with their numerical equivalents are shown below:

Excellent	=	A +	(98)	A	(95)	A –	(92)
Good	=	B +	(88)	B	(85)	B –	(82)
Satisfactory	=	C +	(78)	C	(75)	C –	(72)
Poor	=	D +	(68)	D	(65)	D –	(62)
Failure	=	F	(55)				
Serious Failure	=	FF	(40)				

After the end of the semester, reports of final grades are sent by the Registrar to the student, the advisor, and the parents or guardians of students who are claimed as dependents for income tax purposes. The Registrar cannot send grade reports to anyone else without a written release from the student.

Evaluation of performance in a course is represented by a single grade which combines grades for work in the course and for the final examination in a ratio determined by the instructor. When a student elects to take a course on a credit/no credit basis, standing in the course is represented by the notation of Cr, NC, F, or FF (see "Credit/No Credit Option"). When an independent study or an appropriately designated course is carried for two semesters, the grade reported at the end of the first semester is tentative. The grade assigned by the instructor at the end of the second semester becomes the final mark for both semesters.

Failure in a Course—Students who fail a course may repeat that course; if the failed course is repeated, however, both grades will be included in the cumulative average. A failed course may not be counted toward the course credits required for graduation, but it is counted toward the 37 courses that a student may elect without extra charge.

After the drop period, and following a warning to the student, an instructor may request the Committee on Academic Standing to remove

from the course a student who is willfully and consistently neglectful of assigned work or other course obligations. If the Committee concurs, a grade of F will be entered on the student's record.

Grades of Incomplete and Grade Changes—Any grade of incomplete reported by an instructor must first be approved by the Committee on Academic Standing. Such approval is given rarely and only in circumstances beyond a student's control, such as medical or family emergency. Approval permits the student to complete the required work for the course no later than six weeks from the end of the semester for which the grade of incomplete was assigned. If all remaining work is not submitted by the deadline specified when the incomplete is granted, the grade will automatically be changed to F.

An instructor may not change a grade, other than the removal of an incomplete within the deadline, without the approval of the Chair of the Committee on Academic Standing.

Credit/No Credit Option—To encourage greater breadth in course election, the Faculty has adopted a rule that allows a student to elect four courses over the four-year period on a credit/no credit option. No more than one such option may be exercised in any given semester. Graduate and professional schools generally look with disfavor on the use of this option in course work considered crucial to the graduate field.

The credit/no credit option is subject to the following rules:

1. No first-year student is permitted to use the credit/no credit option in the first semester.
2. Unless the instructor asks, he or she will not be informed which students are taking a course on the credit/no credit option.
3. The student must inform the Registrar of his or her intention to use the credit/no credit option no later than the first four calendar days of the fall and spring semesters.
4. No junior or senior may exercise the credit/no credit option in the department of concentration or minor.
5. To qualify for a credit (Cr), a student must earn a C – or better. The grade will not enter into the computation of the overall average.
6. If a student earns a grade in the D range, then the transcript will show the designation NC. The grade will not enter into the computation of the overall average.
7. If a student earns a failing grade, then the transcript will show an F or FF and the grade will enter into the computation of the overall average.

Academic Average

Based on grades submitted by instructors, a numerical academic average is determined for each student for the semester and cumulatively for all work taken at Hamilton. A student is assigned a specific ranking in the class, which appears on the permanent record. This information is available to the student and to those parties authorized by the student to receive it. Grades in courses accepted for transfer credit are excluded from the student's average.

Grades earned in courses taken by independent coverage are included in the cumulative average. Grades for the Hamilton Junior Year in France Program, the Academic Year in Spain Program, and the Hamilton Term in Washington are included in the cumulative average.

Class Attendance

Every student is expected to attend class regularly. A student who must be absent because of medical or family emergency should notify the Office of the Dean of Students and, when possible, his or her instructors. Absence for any reason does not remove the student's responsibility for learning the material covered during the absence, for turning in assignments, for obtaining materials distributed in class, and for knowledge of the next assignment. Instructors may drop students from a limited-enrollment course if they are absent from the first class meeting.

When an instructor believes that lack of attendance is proving injurious to a student's academic performance, the instructor may warn the student or ask the Committee on Academic Standing to do so. The Committee may drop from the course a student who fails to heed such a notice. If the Committee drops the student from the course, a grade of F will be recorded.

Excuse of Illness—The College's policy is to grant such excuses only for the period of time that the student is confined to bed in the Health Center or elsewhere upon the order of a College physician or nurse. Should a faculty member require official confirmation of such illness, the Office of the Dean of Students will provide it after consultation with the Health Center.

Papers and Examinations—Hour examinations normally shall not be given during the last two weeks of the semester. All papers, including term papers, shall be due no later than the last scheduled day of classes.

The final examination period consists of six days, with two scheduled examination sessions per day. A student may request rescheduling of a final examination only when the student is scheduled to take more than one examination in a single session. The student should address the request to his or her instructor. If the rescheduling presents a problem for the student or instructor, the student should consult with the Office of the Dean of Students. Any other reasons for rescheduling will be evaluated by the Committee on Academic Standing which, with the instructor, must approve the time change.

Academic Standing

The Faculty assumes that every student admitted to Hamilton will be able to qualify for graduation. However, the opportunity to continue at Hamilton is a privilege which a student must earn by academic achievement. A student separated from the College for academic deficiency (see below) is not in good academic standing. A student on academic probation (see below) is not in good academic standing but remains eligible for financial aid.

Hamilton College reserves the right, at any time, to suspend for any period or to separate from the College any student whose academic performance or personal conduct on or off the College campus is, in the sole judgment of the College, unsatisfactory or detrimental to the best interests of the College. Neither the College, nor any of its trustees, officers, faculty, or administrative staff shall be subject to any liability whatsoever on account of such suspension or separation. A student who is separated or suspended from the College, or who withdraws, is required to leave campus within 48 hours, unless permission to remain longer is granted by the Dean of Students.

Mid-Term Warnings—At mid-term in the fall and the spring, instructors normally submit written reports for all students whose standing in a course is unsatisfactory (borderline or failing). Students and their advisors receive copies of these mid-term warnings. A student who receives two or more such warnings in the same semester must consult with the dean in charge of academic advising.

Class Status—The Registrar's Office determines class status by the number of courses a student has completed satisfactorily.

Academic Probation—The Committee on Academic Standing will place on academic probation for the succeeding semester of attendance a student whose substandard achievement is reflected in the semester's final grade in any of the following ways:

1) failure in a full-credit course in each of two consecutive semesters;
2) failure to earn grades of C – or higher in at least two courses;
3) failure to maintain a cumulative average of 72 or higher in those grades earned since accumulating 16 credits (including AP, transfer, and HEOP credits);
4) failure in any course by a student on probation.

A student who is on academic probation is ineligible for study abroad. The Committee on Academic Standing may also prevent or limit participation by students on academic probation in prize competitions, intercollegiate athletics, and other extracurricular activities, including the holding of offices in chartered undergraduate organizations.

If a senior's academic record during the final semester at Hamilton would have resulted in probation, the senior's degree may be withheld upon the recommendation of the Committee on Academic Standing.

Suspension from the College for Academic Deficiency—The Committee on Academic Standing will normally suspend from the College for a period of one year a student who has:

1) failed two or more full-credit courses during a semester;
2) or accumulated failures in a total of five courses;
3) or incurred a third academic probation.

A student suspended for academic deficiency will be notified in writing of the Committee's decision, the reasons for the suspension, the length of the suspension, and the conditions under which he or she will be considered by the Committee for readmission to the College.

A student readmitted from a suspension for academic deficiency will be placed on academic probation for the semester immediately following readmission.

Expulsion from the College for Academic Deficiency—The Committee on Academic Standing will normally expel from the College:

1) any student who is readmitted from an academic suspension and whose record subsequent to readmission makes him or her subject to probation or to another suspension;
2) a senior who has failed to maintain a cumulative average of 72 in all courses taken at Hamilton as part of the concentration.

Expulsion is permanent dismissal from the College. A student who is expelled may not be readmitted and will have no further opportunity to qualify for a degree from Hamilton College.

Permanent Record—A student who is suspended or expelled from the College as a consequence of an action taken by the Committee on Academic Standing (academic failure), the Judicial Board and the Committee on Student Activities (social infractions), or the Honor Court and the Academic Council (academic fraud) will have recorded on his or her permanent transcript a note explaining the reason or reasons for the suspension or expulsion as follows: "separated from the College on (date) _____ for the reason of _____."

Transfer of Credit to Hamilton for Study Away

With faculty approval, qualified students may spend one to three semesters of study in an approved program overseas or at another American institution or may receive credit for part-time study while on personal leave or during summers. The College tries to be responsive to the needs of students seeking diverse educational settings or courses not offered at Hamilton. At

the same time, transfer credit can have a significant effect on the meaning and value of the Hamilton degree and thus must represent work that meets Hamilton's standards. *The College considers the opportunity to earn transfer credit a privilege, rather than a right, and evaluates carefully the merits of all transfer credit petitions.*

Every student intending to study away from Hamilton should prepare in advance by taking the appropriate foundation courses. Consultation with the appropriate departmental Chairs and the Assistant Dean of Students (Academic) early in the sophomore year is strongly advised.

The conditions for transfer credit are as follows:

1. Students planning study away from Hamilton must register their intentions with the Dean's Office by March 1 for the following fall semester or by November 1 for the spring semester. They should complete the transfer credit petition and receive the approval of their advisor and the appropriate departmental Chairs well before they leave campus. Students who change their programs after leaving campus may seek approval of substitute courses upon their return, but should discuss substitutions in their programs with a dean by mail or telephone.
2. Courses must be taken at an accredited institution and must be considered by Hamilton to be in the liberal arts. Students are encouraged to study at four-year institutions; upperclass students will normally receive transfer credit only from such institutions.
3. Each course must be approved by the Chair of the Hamilton department or program that would offer the course at the College. To obtain approval, students must provide a copy of the catalogue description of each course. If a course is not clearly within the purview of a Hamilton department or program, the Committee on Academic Standing will determine its acceptability. The appropriate Chair should indicate if a course will apply toward a student's concentration or minor.
4. Grades must be the equivalent of C – or higher.
5. Students who carry out independent studies as part of an off-campus program must submit a separate form indicating that a Hamilton faculty member has evaluated and approved the completed project.
6. Transfer credits may account for no more than one-half of the total graduation credits. *No more than two course credits will be granted for study during a summer.*
7. Seniors must take their final semester at Hamilton College. Matriculated students may spend no more than three semesters studying away from Hamilton.
8. The Committee on Academic Standing grants final approval of all transfer credit petitions. Any requests for exceptions to the above conditions must be submitted to the Committee.

Transfer credit, including summer school and advanced placement credit, is counted toward the courses required for a degree. Such credit is entered

on the transcript with the grade assigned by the awarding institution; the grade, however, is not included in the student's average and, therefore, does not effect class rank, which is determined solely on the basis of grades awarded for courses taken in Hamilton programs.

Foreign students who enter Hamilton as first-year students and desire transfer credit for work done at a foreign college or university should consult with one of the academic deans during their first year.

Study in a Foreign Country

1. Students planning to study in a foreign country must follow and complete the procedures specified above for off-campus study and transfer credit. (These provisions do not apply to the Hamilton programs in France, Spain, or Washington, DC. See the appropriate departments for the relevant information.)
2. All students planning to study away must discuss their plans with the Assistant Dean of Students in charge of off-campus study well before February 15, for the fall semester, or October 15, for the spring semester. Only students in academic and social good standing at the College with a cumulative average of 82 or better may receive an approved leave of absence for foreign study. The same academic criteria apply to students who wish to study in a foreign country during the summer and receive Hamilton credit for such study.
3. As in the case of other off-campus programs, final approval of foreign study programs and transfer of foreign study credit is granted by the Committee on Academic Standing.

Upon returning to Hamilton, the student must have an official transcript sent to the Office of the Registrar documenting completion of the approved program. No credit will be approved for courses taken credit/no credit. Students must receive letter grades or equivalents from off-campus programs.

Evaluation of Credit for Transfer Students

Transcripts of college work to date will be reviewed by the Registrar, in consultation with the Committee on Academic Standing, to determine the courses that will be accepted for transfer. (See the preceding section for the criteria used.) Transfer students must complete at least half of their undergraduate program at Hamilton to receive a Hamilton College degree.

When the transcript has been evaluated, the Registrar will send the transfer student a statement of accepted courses and an estimate of the Hamilton credit equivalency, and upon matriculation will enter the courses and grades on the student's Hamilton record. The Registrar will assign a class year based on the number of credits accepted for transfer. A transfer student is governed by the academic regulations that pertain to the class in which he or she has been placed.

All transfer students must take the quantitative skills proficiency examination. They must consult with the Physical Education Department regarding completion of the physical education requirement. If awarded junior standing, a transfer student must declare a concentration upon matriculation. Courses taken elsewhere may be counted toward the concentration if approved by the appropriate department.

Acceleration

Acceleration permits students to graduate one full year ahead of the normal date of graduation. Students wishing to accelerate must apply to the Committee on Academic Standing for permission to do so no later than the end of the first semester of the sophomore year. The Committee will consider both the advisability of acceleration and the means of achieving it. Approval will be granted only to those students whose academic ability and personal maturity are judged adequate.

Leaves of Absence

A student may request an academic, personal, or medical or psychological leave of absence from the appropriate Dean: the Assistant Dean of Students for first- and second-year students; the Associate Dean of Students for third-and fourth-year students; the Dean of Students for medical or psychological leaves. Students should consult with their academic advisor and the appropriate Dean prior to requesting leave. Leaves of absence may be granted for a specified period of time, normally one or two semesters. Students on leave are expected to return to Hamilton at the conclusion of the approved leave.

While on leave, students will be informed of preregistration and housing options at the appropriate time in the semester preceding their return, and are responsible for meeting the same deadlines as currently enrolled students. Students who fail to preregister, or who leave Hamilton without formally being granted a leave of absence, will be withdrawn and must reapply to the Dean of Students. A request for a change in a student's leave, or cancellation, must be made to the appropriate Dean. Should the Dean approve the request to cancel a leave, the student must pay the continuation fee and then may exercise his or her own on-campus options, to the extent that the College schedule allows.

All requests for a leave of absence must be received by March 1 for the following fall semester, or by November 1 for the following spring semester. Students with an approved leave do not pay the continuation fee, preregister, or participate in the housing or meal plan lotteries. The continuation fee is refundable until May 1; after that date it is forfeited.

Students may occasionally have to arrange a leave of absence after the spring or fall deadlines for reasons beyond their control. These students should apply to the Dean of Students, who may allow financial and other regulations to be waived. When a leave is granted, the Dean of Students

may also specify special conditions for the student's readmission to Hamilton.

Academic Leave of Absence—Students intending to pursue an academic program at another institution, either at an American college or in a foreign study program, must request an academic leave from the appopriate Dean. Requests must be made in writing.

Personal Leave of Absence—Students may request a leave for personal or financial reasons from the appropriate Dean. Requests must be made in writing.

Medical or Psychological Leave of Absence—Students who have a professionally diagnosed medical or psychological condition that interferes with their academic or social life at Hamilton may request a medical or psychological leave of absence from the Dean of Students. For such a leave to be considered, the student must authorize the Director of the Health Center and/or the Director of Counseling and Psychological Services, as appropriate, to provide confirmation of the presence and severity of the condition to the Dean of Students.

Students whose behavior is either disruptive or presents a danger to themselves or to others may be referred to the Health Center or to the Counseling Center for evaluation and diagnosis if the Dean of Students suspects that a medical or psychological condition may underlie the behavior. If the consultation confirms the presence of such a condition, then the Dean of Students may decide to place such students on involuntary medical or psychological leave of absence. Students who refuse to cooperate with such evaluation procedures will be subject to involuntary leave until such evaluations are completed. Students who face involuntary leave have the right to request a member of the Faculty or administration to act as an advisor or advocate.

Students who have been on medical or psychological leave of absence must apply to the Dean of Students to return. Normally this request should be made 30 days in advance of the proposed date of return. Requests will be granted only after the Director of the Health Center and/or the Director of Counseling and Psychological Services informs the Dean of Students that he or she is satisfied that the student is ready to return; this will normally require the student to supply documentation from appropriate professionals which confirms that the condition leading to the leave has been resolved.

Suspension, Withdrawal, and Readmission

Academic Suspension—A student suspended for academic deficiency will be notified in writing of the decision of the Committee on Academic Standing, the reasons for suspension, the length of the suspension and the conditions under which he or she will be considered by the Committee for readmission to the College.

A student readmitted from a suspension for academic deficiency will be placed on academic probation for the semester immediately following readmission.

Disciplinary Suspension—Students may be suspended from the College for disciplinary reasons. Readmission to the College after the semester of suspension is not automatic, but requires application to the Dean of Students. A student readmitted from suspension for disciplinary reasons will normally be placed on disciplinary probation for the semester immediately following readmission. Readmission will normally be denied if the conditions specified at the time of suspension have not been met. Hamilton reserves the right to defer readmission if space is not available.

Withdrawal—Students who leave Hamilton while a semester is in progress or at the end of the semester, and who do not wish to return at a future date, are required to withdraw formally from the College. A student who wishes to withdraw from the College must meet with the appropriate Dean and follow the proper exit procedures.

Readmission—Former students, or students who have completed withdrawal procedures, may apply for readmission to the College at the Office of the Dean of Students. Applications for readmission are to be submitted at least one month prior to the beginning of the semester in which the student wishes to return.

Continuation at Hamilton

Continuation Fee—A continuation fee of $400, deductible from the fall tuition bill, is required of all students who intend to continue at Hamilton. This fee is due by March 1 of each year. It may be refunded up to May 1; after that date it is forfeited.

Preregistration—Preregistration is held in November for the spring semester and in April for the following fall semester. In order to preregister for the fall semester, students must have paid the continuation fee. Students who have not preregistered may be withdrawn from the College.

Housing and Meal-Plan Lotteries—The housing lottery is held in April. In order to participate in the lottery, students must have paid the continuation fee, must have preregistered, and must have met the physical education

requirement as appropriate. Students who wish to live off campus must participate in the off-campus lottery. Students who do not participate in the housing lottery may be required to live on campus and will be accommodated during the summer as space is available.

The meal-plan lottery takes place the week after the housing lottery. Students who have permission to live off campus may be exempted from the College meal plan if they wish. Others who wish to be released from the meal plan or to have less than a full contract must participate in the lottery. All students who do not participate in the meal-plan lottery will be expected to carry a full meal contract.

Student Records

College regulations defining access to student records under the provisions of the Family Educational Rights and Privacy Act ("Buckley Law") are described in the Appendix.

Honors

The College recognizes academic achievement with a variety of honors. Specific awards, fellowships, scholarships, and prizes are described in the Appendix of the Catalogue. A list of those awards presented in 1990-91, along with their recipients, follows the descriptions.

Commencement Honors

Those students who complete the entire college course with a standing in the first five percent of the graduating class will earn general honors and receive the baccalaureate degree *summa cum laude*; those in the next ten percent, *magna cum laude*; and those in the next ten percent, *cum laude.*

The two students who attain the first and second highest standings for the college course shall be given, respectively, valedictory and salutatory honors. To be eligible for valedictory or salutatory honor, a student must have studied at Hamilton College for at least three years.

Departmental Honors

Honors in the concentration are awarded by vote of the Faculty in the area of concentration to those seniors who have completed courses which satisfy the concentration with an average of not less than 88 and who have also met with distinction the additional criteria established for honors in the concentration. These criteria are listed in the departmental entries which appear in the section on Courses of Instruction.

Dean's List

The College also recognizes academic achievement at the conclusion of each semester. At those times, the Dean of the Faculty makes public the names of those students who have carried throughout the semester a course load of four or more graded credits and who have completed that course load with an average of 90 or above. (A special criterion for the Dean's List applies to the Term in Washington Program; see Academic Regulations.)

Phi Beta Kappa

The Hamilton College Chapter of Phi Beta Kappa, known as the Epsilon Chapter of New York, was established in 1870. Students are elected to membership primarily for academic distinction in the liberal arts and sciences. In the fall, the chapter may choose not more than ten seniors having especially distinguished records during their first three years. Other seniors are elected in the spring and at Commencement time. Transfer students may be elected on the basis of two years' grades in Hamilton courses. However, no more than one-eighth of the graduating class shall be elected altogether. In examining the academic records of candidates for election, the chapter takes into

consideration their fulfillment of the academic purposes and goals of the College.

Sigma Xi

The Hamilton College Chapter of Sigma Xi, the national honor society for scientists, was installed in 1965. The goals of Sigma Xi are to advance scientific research, to encourage companionship and cooperation among scientists in all disciplines, and to assist the wider understanding of science. Students who show marked aptitude for research and who are continuing in research at the graduate level are elected to associate membership. Students not continuing on to graduate school are awarded certificates of recognition. Nominations are based on the student's performance in an independent study or a senior research project.

Phi Sigma Iota

Iota Nu, the Hamilton College Chapter of Phi Sigma Iota, was installed in 1977. This national honor society encourages scholarship and recognizes achievement in foreign and classical languages and literatures.

Psi Chi

The Hamilton College Chapter of Psi Chi, the national honor society in psychology, was established in 1977. The purpose of the society is to advance the science of psychology and to encourage, stimulate, and maintain members' scholarship in all fields, particularly psychology.

Omicron Delta Epsilon

The Hamilton College Chapter of Omicron Delta Epsilon, the international honor society in economics, was established in 1990. The society recognizes scholastic attainment in economics, encourages the establishment of closer ties between students and faculty in economics, and emphasizes the professional aspects of economics as a career in the academic world, business, government, and international organizations.

Fellowships, Prizes, and Prize Scholarships

In addition to the honors listed in this section, the College awards fellowships, prizes, and prize scholarships in recognition of academic and other kinds of achievement.

Fellowships are awarded to graduating seniors to permit them to continue their education.

Most prizes are given for academic achievement in a particular discipline, either in general course work, or in an essay or other exercise. A few prizes recognize personal character or service to the College community.

Prize scholarships are competitive and are awarded to students in recognition of outstanding achievement. A number of endowed scholarship funds, established by alumni and friends of the College, support them.

Postgraduate Planning

Just as Hamilton provides academic advisors to its students during their undergraduate years, so it endeavors to assist them in their plans for postgraduate study and employment. The staff of the Career Center regularly advises students on postgraduate planning. Many individual faculty members are available for consultation concerning study or careers in their particular fields of interest.

In recent years, approximately 20% of those graduating have entered graduate or professional schools directly after college. An additional 30% enter graduate programs within five years after receiving their college degrees. Since many Hamilton students undertake postgraduate study, proper education for such work is an important aim of the curriculum. About 75% of recent seniors elected to take jobs immediately after graduation. As they begin to plan for their postgraduate years, all undergraduates are encouraged to use the resources and counsel available at Hamilton.

Career Center

The Career Center offers a number of workshops and services to assist students in exploring career options, preparing for job searches, and planning for graduate and professional schools. Students are strongly urged to visit the Center in their first or second year at Hamilton. The office maintains an extensive library of reference books and catalogues concerning graduate study in the United States and abroad as well as information on internships, volunteer programs, and summer employment. Also, the Center acts as a clearinghouse for students who wish to establish a permanent file of credentials.

In addition to arranging career seminars and campus visits by employers and representatives of graduate and professional schools, the Career Center coordinates a program of assistance, with the participation of alumni, who are an integral part of the career advising process at Hamilton. Each year a number of alumni return to campus to discuss career options with students in a variety of formal and informal settings, and students often visit alumni at their places of employment during school vacations.

Graduate Study in Arts and Sciences

Students contemplating graduate study should consult as early as possible with the Chair of the department in which they plan to concentrate. Knowledge of requirements for the primary field of interest and of appropriate related courses is essential to planning a solid program. For example, students considering a career in chemistry need to know the courses that will enable them to qualify for a certificate issued by the American Chemical Society as well as the courses most helpful toward graduate work in chemistry. A student considering geology as a concentration should be aware that the other natural sciences are useful both to the potential concentrator

and to the future geologist. A solid grounding in mathematics, including analytical geometry and elementary calculus, is particularly important to the scientist, the economist, and very frequently to the social scientist.

Any student planning on graduate work should be aware that many programs require a reading knowledge of at least one foreign language for the master's degree and often two for the doctorate. A student should consider whether French, German, Greek, Latin, Russian, Spanish, or a non-Western language will be helpful.

A student contemplating graduate work should consult the catalogues of major universities for the requirements. (A wide selection may be found on microfiche at Burke Library.) The knowledge so gained will permit useful planning in consultation with the appropriate departmental Chair.

Health Professions

Virtually all accredited medical and dental schools require one year of English, one year of biology, two years of chemistry, and one year of physics. Additional recommendations and requirements are extremely varied. Those for schools of veterinary medicine are generally more rigid, while those for nursing and the allied health professions are often more flexible. Students interested in any of these careers are urged to consult with the Health Professions Advisory Committee as they plan a course of study to meet requirements for admission to the schools of their choice. (See also "Early Assurance Program in Medicine" under Academic Programs and Services.)

Law

Many Hamilton students enter law school immediately upon graduation or within a few years thereafter. While law schools do not prescribe any particular courses or program of study as part of a formal pre-law curriculum, they seek graduates who demonstrate analytical reasoning powers, skill in oral and written forms of expression, and the ability to comprehend and organize large amounts of factual data. Students interested in entering law school are advised and assisted by the Pre-Law Committee composed of faculty members and the Director of the Career Center.

Teaching

Hamilton is proud of the number and quality of its graduates who are school administrators and teachers. Students interested in a career in primary and secondary school teaching should consult with the staff of the Career Center, the Office of the Dean of Students, or their advisor.

Business and Government Service

For many careers and professions, no prescribed program is necessary. The best preparation for business or government service is probably well-developed skills in reading, speaking, and writing; a wide choice of courses,

including economics and/or mathematics; and concentration in the area which the student finds most interesting. Students who intend to enter a graduate school of management or business administration are strongly advised to take mathematics at least through the calculus.

Engineering

Students interested in engineering as a career may pursue this interest at Hamilton in a number of ways. Among others, the cooperative program (see "Cooperative Engineering Programs" under Academic Programs and Services) leads to the B.S. or M.S. degree in engineering in either a 3-2 or 4-2 plan. Other arrangements may also be made. In order to keep this career option open, it is necessary to take courses in physics, mathematics, and chemistry. The usual pattern is at least one course in science and one in mathematics for each of the first five or six semesters.

Admission

As a liberal arts institution, Hamilton encourages applications from young men and women of diverse talents and intellectual promise. Prospective students are selected not only on the basis of their performance in high school and their ability to profit from Hamilton's various programs, but also on the basis of their capacity to enrich college life in some fashion—be it scholastic or extracurricular.

The Board of Admission reviews each application individually and reaches a decision by consensus. Since the number of qualified candidates far exceeds the number of openings available each year, admission to Hamilton is highly competitive. In choosing between clearly qualified candidates, the Board will give some preference to sons and daughters of alumni as well as to applicants from geographic regions not already well represented in the College. The Board also seeks to identify talented students from minority groups or from backgrounds unfavorable to the development of academic potential.

Requirements for Admission

Because Hamilton's academic program is rigorous, applicants for admission must demonstrate highly developed learning skills. The candidate should, therefore, complete a formal secondary school program of at least 16 units, including such preparatory subjects as English, mathematics, foreign language (ancient or modern), science, and social studies. Although the distribution of these subjects may vary, a minimum of four years of English, three years of mathematics, two years of science, and three years of *one* foreign language is desirable. Nonetheless, since the prime criterion for admission remains the candidate's ability and desire to perform at intellectually demanding levels, Hamilton will consider applications from highly recommended individuals whose preparation does not conform to these guidelines.

Some courses of study at the college level may require a student to have placed special emphasis on certain subjects while in secondary school. For example, candidates who intend to pursue a foreign language at Hamilton are urged to study it during their senior year of secondary school. Similarly, prospective students planning to enter the Cooperative Engineering Program are advised to concentrate on mathematics and the physical sciences during high school. In all instances, applicants are expected to design a challenging academic program for their senior year, during which time they should enroll in at least four college preparatory courses.

The deadline for submitting applications is January 15. An application consists of the following pieces of information: the application form itself, a secondary school report, a mid-year school report, a teacher reference form, and a special talent form (optional). In addition, applicants must write an essay and submit a graded sample of expository prose written for an English or history course. Candidates must also submit results from either

the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the ACT Assessment of the American College Testing Program. Applicants are encouraged (but not required) to take the Achievement Tests of the College Entrance Examination Board and to submit the results of any three of these tests. All testing must be completed by February 1 of the calendar year in which the applicant wishes to enroll.

Because the Board of Admission wants to know as much as possible about each applicant, a personal interview on campus is strongly recommended. Interviews may be scheduled between May 1 of the junior year and February 15 of the senior year. The candidate should write or telephone the Admission Office (800-843-2655) to request a specific date for an appointment. Because interview slots are limited and are often booked months in advance, students are urged to arrange an appointment well ahead of their intended visit. The Admission Office schedules interviews Monday through Friday from 9:00 a.m. to 4:00 p.m. The office is also open on most Saturdays from 9:00 to 11:30 a.m. from September through February 15, but candidates are encouraged to visit the campus on a weekday if possible. For those unable to visit the College or schedule an interview during their visit, an off-campus interview with an alumna or alumnus of the College may be arranged. An off-campus interview should be requested in writing as early as possible during the senior year but only after the application has been filed. Alumni interviews cannot be scheduled after February 1.

A campus visit should involve more than just an interview. Applicants are also encouraged to take a tour of the campus, visit classes, talk with faculty members and students, and eat in one of the dining halls. Overnight accommodations are available with student hosts or in the Bristol Campus Center. In either case, the Admission Office recommends that students make reservations ahead of time and will be glad to assist them with any arrangements.

Hamilton is a member of the National Association of College Admission Counselors and adheres to its Statement of Principles of Good Practice in the admission process. Applicants are expected to be aware of their rights and responsibilities as delineated in the Statement of Students' Rights and Responsibilities as promulgated by NACAC. Copies of either or both of those statements may be obtained by writing or calling the Admission Office.

Early Decision

The Early Decision program is designed for students who have investigated their college options thoroughly and have decided that Hamilton is their "first choice." Hamilton College values the commitment and enthusiasm demonstrated by students who choose this program. In recent years our statistics show that Early Decision candidates have received a slight advantage in the admission process. The program enables students to clearly in-

dicate that Hamilton is their first choice, and Plan I allows admitted students to conclude their college search early in the senior year.

A student may apply for Early Decision under the following plans:

Plan I: November 15—Deadline for application
December 15—Notification of decision

Plan II: January 15—Deadline for application
February 15—Notification of decision

Students applying to the College under either Early Decision plan will be required to sign a statement that they will withdraw all other college applications and will file no additional applications if they are accepted by Hamilton. A guidance counselor must also acknowledge the commitment by signing this statement.

Applicants who are not admitted under this program are ordinarily deferred. Their applications will be reconsidered during the regular admission process. Notification of a final decision will be mailed to deferred candidates in early April.

If financial assistance is sought, Plan I applicants should submit both Form 6 of the Application for Admission and the Early Version of the Financial Aid Form of the College Scholarship Service directly to the Financial Aid Office by December 1. Plan II applicants must submit Form 6 and a photocopy of the Financial Aid Form to the Financial Aid Office by February 1. If these materials are received in a timely manner, tentative financial awards will be mailed to admitted students shortly after they are notified of their acceptance to the College.

Early and Deferred Admission

Candidates able to satisfy high school graduation requirements by the end of their junior year and who wish to matriculate at Hamilton the following fall will receive the same consideration as any other applicant. Excellent students who have exhausted their high school course offerings before the senior year but who will not satisfy graduation requirements may also be considered for early admission.

Candidates who have been accepted for admission and are fully committed to Hamilton, yet who prefer to postpone entrance for one year, may request deferred admission. A place will be reserved for them upon receipt of the required registration deposit of $200. Candidates requesting deferred admission should understand that they are expected to attend Hamilton and may not apply to other colleges during their year off.

Admission with Advanced Placement

Entering freshmen who score satisfactorily on the Advanced Placement tests given by the College Entrance Examination Board may be awarded, with the approval of the appropriate department and the Committee on Academic Standing, advanced placement and/or credit. Information on

these tests can be obtained from the College Entrance Examination Board. In addition, entering students previously enrolled in early admission, enrichment, or similar college-level programs offered by two- or four-year colleges may, with the approval of the appropriate department and the Committee on Academic Standing, be granted advanced placement, course credit, or both. *Such credit, however, will not be granted for college-level courses taken in the student's high school, even if offered by a university "approved" instructor or visiting professor.*

Common Application

Hamilton, together with many other colleges, accepts the Common Application Form available in many secondary schools. Students who submit the Common Application are at no disadvantage in the selection process. Like all other applicants, they are also asked to supply a sample of their expository writing and are strongly encouraged to visit the campus for a personal interview.

Higher Education Opportunity Program

Hamilton participates in the New York State-sponsored Higher Education Opportunity Program (HEOP), designed to provide a wide range of services to qualified applicants who, because of educational and economic circumstances, would otherwise be unable to attend college. These services include a summer session in preparation for matriculation at the College, counseling, and tutoring. A general college studies course is offered to HEOP students each summer. Designed to introduce students to the liberal arts, the course covers such fields as English, Speech, Psychology, Philosophy, Science, Mathematics, and Anthropology, and provides students with the expertise to develop a program of study, in consultation with an advisor, which will meet their perceived educational needs.

Hamilton College financial aid funds are available to students admitted under HEOP. For further information, applicants should contact the Director, Higher Education Opportunity Program, Hamilton College.

Transfer from Other Colleges

The College is interested in any well-qualified, highly motivated student who wishes to transfer to Hamilton from another institution. Because of the College's graduation and residency requirements, no student can transfer more than two years' work from another institution. (See also "Evaluation of Credit for Transfer Students" under Academic Regulations.)

Transfer candidates must submit official records of all college work accompanied by two letters of recommendation, one of which must be from the dean of students at the institution most recently attended. The deadline for fall transfer applications is March 15; admission decisions are mailed by mid-May. The deadline for spring transfer applications is

December 1; admission decisions are mailed by January 1. Special consideration is given to graduates of junior or community colleges. Financial aid is available to accepted transfer students who demonstrate need.

Foreign Students

Applications from superior students from other countries are encouraged. Normally, foreign students are asked to complete a preliminary application to establish that they are qualified for admission. Foreign students should submit the results of the Test of English as a Foreign Language (TOEFL) in addition to the materials mentioned above if their language of instruction has not been English. A limited amount of financial aid is available to foreign students demonstrating need.

Hamilton Horizons Program

Convinced that education is a continuing process, Hamilton invites qualified men and women who have been away from formal collegiate education for two years or more to return via the Hamilton Horizons Program. Interested candidates are asked to meet with the director of the program at the Admission Office.

The Hamilton Horizons Program provides older students with the same educational opportunities offered regular undergraduates. The program offers no distinct courses for adults, no evening or weekend courses, and no adjunct faculty. Instead, students in this program are incorporated into the mainstream of the College's academic life.

Applicants are initially accepted as either full- or part-time students in the program, which of itself offers no degree. Each student has the option of applying to the College as a candidate for the baccalaureate degree. Hamilton Horizons students may take courses for credit or audit them without formal matriculation.

HAMILTON

Tuition and Fees

A college education of the kind offered by Hamilton is necessarily expensive—so expensive that tuition represents little more than half the actual cost of a student's education. For the remainder, the College relies upon its endowment and the various gifts and grants made by alumni, friends, and foundations. Even though the individual expense is thus substantially reduced, nearly 65% of all students at Hamilton still need some form of financial aid. If deemed eligible, they can benefit from scholarship funds, employment opportunities, and loans established to defray further the high cost of education. For detailed information, refer to the Financial Aid section of this Catalogue.

Charges for a year at Hamilton, including tuition and fees, room, and board, total $21,200. Beyond this, a student will need an additional $400 to cover the cost of books and supplies, plus approximately $600 for personal expenses. The actual amount required will depend in part upon the distance between home and the College.

College Fees

Application Fee—A non-refundable fee of $40 must accompany each application for admission.

Registration Deposit—A non-refundable deposit of $200 is required from each candidate offered admission. This sum, due by May 1, will be applied toward the first bill of the academic year.

Guarantee Deposit—An initial guarantee deposit of $100 is required from each regularly enrolled student upon entering the College. This deposit will be held to ensure final payment of minor bills. Any balance will be returned after the student leaves the College.

Tuition and Other Charges for 1991-92

Tuition and Fees	per year	$16,650
Room (in College residence halls)	per year	2,300
Board (in College dining halls)	per year	2,250

The charge for tuition and fees listed above does not apply to the occasional special student permitted by the Faculty to carry fewer than the three courses required for a full-time program. Partial tuition for such students is determined solely by course load, at a rate of $2,000 per course.

Overelection Fee—Four years' tuition entitles the student to 37 courses—several more than are required for graduation—taken at any time during the undergraduate program. Students who enroll in more than the allotted 37 courses (exclusive of Music 121-122, 131-132, 141-142, 221-222, 231-232, 271, 331-332, and 431-432) pay an overelection fee of $2,000 per additional course.

Room and Board—The charges listed above apply only to those students who live in College residence halls and eat their meals in College dining halls.

The College asks that all unmarried students not residing at home live in a College residence hall; exceptions to this policy may be granted by the Office of the Dean of Students. College rooms are furnished with a bed and mattress, desk, chair, and dresser for each occupant. Any student who is allowed to move from his or her residence hall to off-campus housing before the second week in the semester has ended will receive a rebate. Because of residence hall financing commitments, however, students who move after that time will not be so entitled.

A limited number of students are permitted each year to choose an alternative meal plan (i.e., a plan offering fewer than 19 meals per week) or to provide their own board. Those permitted an alternative meal plan will receive a partial rebate on their board bill. Those permitted to provide their own board will be assessed a service charge of $300 each term for this privilege to cover the College's cost of maintaining cooking facilities in the residence halls.

Continuation Fee—A continuation fee of $400, deductible from the fall tuition bill, is required of all students who intend to return to Hamilton for the coming academic year. This fee will be billed to the student's account on January 15, to be paid on or before March 1. Students may not preregister or participate in the housing lottery until the fee is paid. It is nonrefundable after May 1.

Medical Service—Services include professional care, medicines, treatments, and X-rays at the College Health Center. Such services are free, except medications and diagnostic tests that exceed $3 during the course of routine prescribed treatment. Board for in-patients not on the College meal plan is charged at the regular College rate.

Group Accident Insurance—Accident insurance is extended without separate charge to all regularly enrolled students. However, this is excess insurance over any other collectible insurance covering the student as a dependent. This includes, but is not limited to, Blue Cross-Blue Shield or the parents' group insurance program.

Coverage under both the basic and the major medical plans is available for losses caused by accident only, both on and off campus, but the accident must occur during the academic year. There is no coverage during the summer break. Treatment must commence within 180 days of the accident, and all bills for charges accumulated during a given treatment must be presented within two years of the incident.

The basic plan will furnish up to $500 for any medical or surgical treatment, including hospitalization; for the services of trained nurses; and for other medical expenses that may be required as the result of an accident. Excluded are the costs of eyeglasses, hearing aids, and examinations for the prescription and/or fitting thereof.

In addition to the basic plan, the College maintains a major medical plan, under which the insurance carrier will pay 80% of the expenses in excess of $500 and up to a maximum of $7,500 per accident.

Other than those provisions described above, the College assumes no responsibility for medical or health services to its students.

Independent Coverage Fee—A fee of $400 is charged for an approved independent coverage of a course. (See "Independent Coverage of Course Work" under Academic Regulations.)

Music Fees—Private vocal and instrumental instruction is available during the fall and spring semesters. The student may choose between two alternatives: eleven weekly half-hour lessons for $165, or eleven weekly hour lessons for $330. A student receiving a college scholarship as part of his or her financial aid package is eligible for assistance in meeting the cost of private music instruction. Generally one-half the cost will be covered by an

increase in the scholarship, with the remainder covered either by the student and his or her family or through a supplemental loan. Eligible students must contact the Office of Financial Aid.

Charges for Damage—The College attempts to minimize property damage by prorating among the student body the cost of any such damage for which the responsible party cannot be identified. The cost of individual residence hall damage for which no responsible party can be found is prorated among the residents of each building. A bill for this prorated charge is sent to each student at the end of each semester.

Payment of Bills—One-half the annual charges is billed in July and the other half in December. Both are mailed to the student's home address for payment in August and January, respectively. If payment is not received by the due date, a late payment fee of $100 is assessed. An additional late fee of $100 (total $200) will be assessed if the amount due for the semester is not paid by October 1 for the fall semester and March 1 for the spring semester. During the academic year, all other bills are also mailed to the student's home address and are due by the last day of the month.

Numerous lending organizations and banks offer plans for financing tuition and fees. Such plans allow for payment periods of up to 72 months. The Office of Financial Aid has a list of such organizations.

Any student whose bill is not paid as provided herein may be prevented from registering or preregistering and excluded from classes. No student whose college bills are unpaid may receive a degree or honorable dismissal, have grades recorded, or obtain a transcript.

All refunds to a student withdrawing from the College are based on the date on which the student, parent, or guardian notified the Dean of Students of withdrawal. The College policy on the refund of payments to students who withdraw voluntarily, or due to illness, or who are dismissed during any semester, is stated below. No other refunds are possible.

Tuition and fees are refunded as follows:

1. Withdrawal or dismissal during the first two weeks of the semester: 80%.
2. Withdrawal or dismissal during the first four weeks of the semester: 40%.
3. Withdrawal or dismissal during the first six weeks of the semester: 20%.
4. After six weeks: no refund.

Room charges will not be refunded if a student withdraws after the start of classes. Board charges will be refunded on a *pro rata* basis.

Students who think that any fee or refund has been incorrectly computed may appeal to the College Controller.

Financial Aid

For students unable to finance their education at Hamilton independently, the College furnishes grants, part-time employment, and long-term loans. Through such financial assistance, it adds breadth to the student body and attracts individuals of diverse interests and backgrounds. Although any candidate for admission is eligible to apply for financial aid, awards are made solely on the basis of need.

Hamilton is a member of the College Scholarship Service of the College Entrance Examination Board. To assist the College in determining an applicant's need for financial aid, the Service uses the Financial Aid Form (FAF). The FAF and Part 6 of the Application for Admission are the only two forms that initially need to be filed by an entering student seeking financial assistance. The FAF should be filed with the College Scholarship Service by February 1 of the senior year. If it is filed after that date, a photocopy should be sent directly to Hamilton's Director of Financial Aid at the time of filing. An FAF filed in a timely manner will ensure the candidate consideration for any Hamilton scholarship or federal award administered by the College to which the student may be entitled. Because its own funds are limited, the College cannot guarantee that institutional grants will be available for students who file application materials after February 1, although assistance from federal and state sources may still be available.

The FAF may be obtained from a secondary school or from the College Scholarship Service, Princeton, NJ 08541, or Berkeley, CA 94701. For further information, candidates should write to the Director of Financial Aid, Hamilton College, Clinton, NY 13323. In lieu of the FAF, the College will accept the Need Analysis Form or other application form approved by the U.S. Office of Education, including that of the American College Testing Program.

An application for financial aid cannot be considered until the candidate has also applied for admission to the College. The decision to admit an applicant is normally made without regard to the need for financial aid. Consequently, admission in no way guarantees the granting of such aid. Aid normally is awarded for an academic year and credited to College bills, but it may be adjusted at any time if circumstances warrant. Awards are reevaluated each year; therefore, in the spring of each year, students who wish to be considered for the renewal of an award must file an application with the Director of Financial Aid.

The amount of financial aid for which a candidate is eligible is established through consideration of income, assets, family size, the number of family members in college, medical expenses, and other circumstances that may affect a family's ability to contribute toward education costs.

Types of Aid

A Hamilton student with financial need may benefit from one or several types of assistance: Hamilton scholarships, loans, or jobs; New York State and federal scholarships, grants, and loans; and various non-college awards made directly to the individual by private organizations.

Over the years, the College has developed a strong and far-reaching program of scholarship aid. Hamilton scholarships are supported by endowed funds established through the generosity of alumni and friends, by annual grants, and by the College's operating budget.

General Scholarships—Any Hamilton undergraduate is eligible to apply for a general scholarship. These scholarships are awarded on the basis of academic and personal promise as well as on the degree of financial need.

Grants of this sort are supported by the income from more than 100 endowed scholarship funds, from annual grants, and by the general funds of the College. Stipends range in amount from $100 to total expenses and are awarded on the basis of need. (See the Appendix for a partial list of General Scholarships.)

Special Scholarships—To be eligible for these scholarships, a student must have already demonstrated financial need and must meet certain requirements or restrictions set by the donor or the College. For example, Hamilton maintains scholarships for residents of certain geographic areas, for foreign students, and for students with special talents in various fields.

Many scholarships are available to matriculating students; others are restricted on the basis of a student's class year. (For details, see Appendix.)

Prize Scholarships—Prize scholarships are awarded to students who have completed at least one year at Hamilton and demonstrated some achievement while enrolled at the College (e.g., excellence in course work or campus citizenship).

Because the recipients of prize scholarships must usually be eligible for financial aid, most prize scholars will already be recipients of undesignated scholarships from the College. In bestowing a prize scholarship, Hamilton seeks to honor the recipient by substituting a named or designated scholarship for an undesignated scholarship.

College Loans—*The Frank Burgess Memorial Fund* was established in 1969 under the will of Frank Burgess. Income from the fund is loaned to deserving students in need of financial assistance. According to the terms of the will, "Before any loan is granted to any student, said student shall agree to repay the loan so made to him and to begin to make payments on said loan within two (2) years after his graduation or on entering his life work and to complete repayment of said loan within five (5) years after graduation or on entering his life work, with interest at five percent (5%) per annum to commence at his graduation or on entering his life work."

The Joseph Drown Loan Fund was established in 1983 in memory of Joseph Drown, a friend of the College. Loans are available to deserving students at an interest rate 2% below the federal Stafford Loan Program rate. No interest is incurred during in-school periods and repayment does not begin until after graduation. Candidates from the western part of the United States receive priority consideration.

The Gregory H. Rosenblum Loan Fund was established in 1989 by Miriam Friedman, daughter of Mr. Rosenblum, Class of 1892, and her family in appreciation for the financial aid he received during his years at the College. Interest-free, short-term loans are available to students who demonstrate need in emergency situations. A student may borrow up to $250.00 in any one academic year with repayment to be made within one year of the date the loan is secured.

The Marshall L. Marquardt Loan Fund was established in 1980 under the will of Mary Sloane Marquardt in memory of her husband, Class of 1933. Loans are available to deserving senior-year students, and are repayable at an interest rate of 3% within three years after graduation. The interest accrues from the time the student leaves the College.

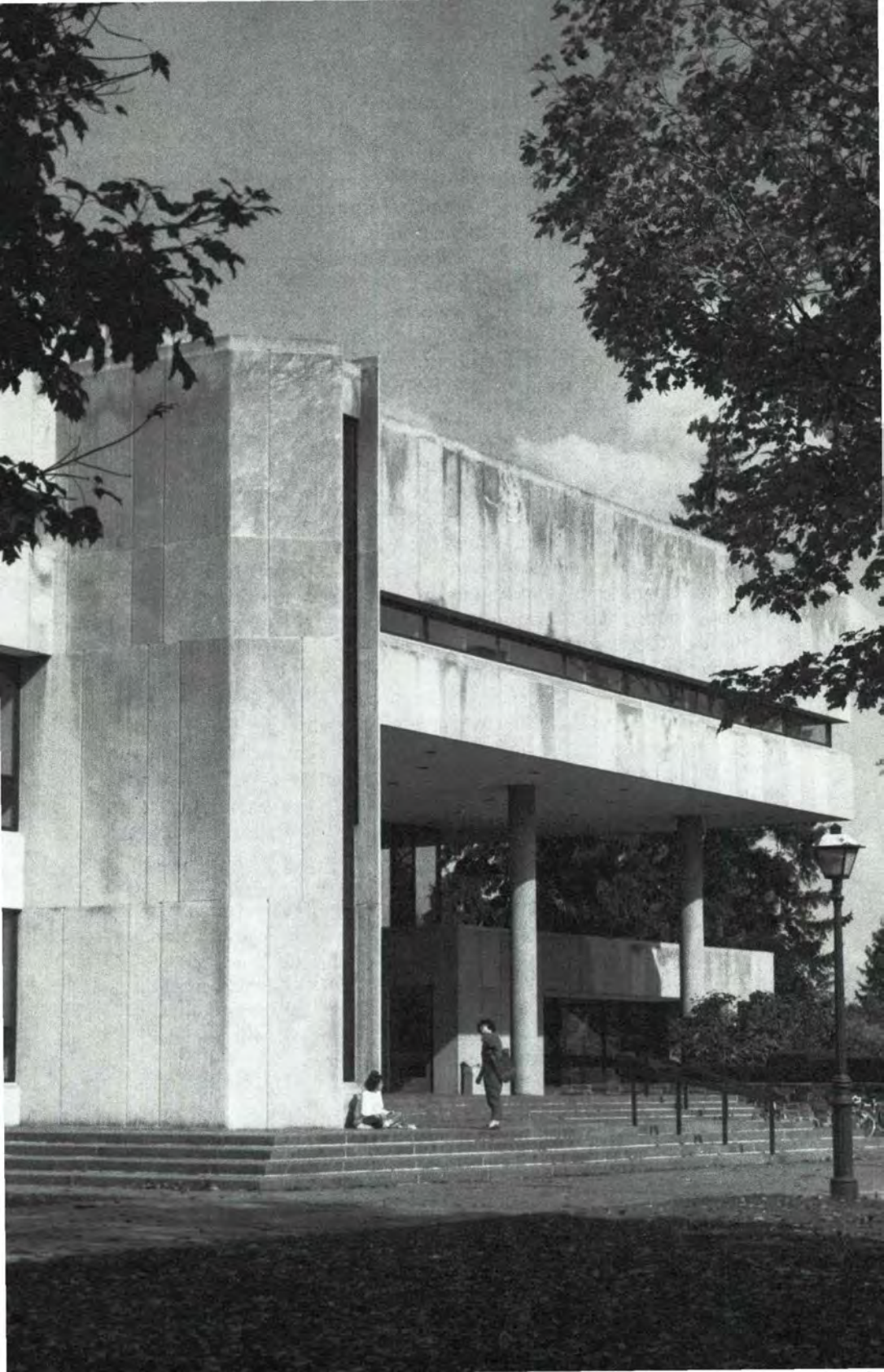
The Theodore M. Pomeroy Loan Fund was established in 1916 to assist worthy students. Loans granted to seniors are repayable within three years of graduation (interest at 3% computed from the time the student leaves college), and by other students before returning to college the following fall with interest at 3% charged from the time the loan is made.

The Henry B. Sanson Loan Fund was established in 1978 by Henry B. Sanson, Class of 1940. Loans are available to students who demonstrate need. Preference is given to students from Connecticut, or those from other New England states if none from Connecticut qualify. Interest at 5% is charged on the loans, which are repayable within ten years of graduation.

The Elmer C. Sherman Loan Fund was established under the will of Ida M. Sherman in memory of her husband, Class of 1882. Loans are available to juniors and seniors who demonstrate need and have maintained high scholastic rank during their previous years at Hamilton. No interest is charged, and the entire loan must be repaid within three years after graduation.

Student Employment—The Federal College Work-Study Program and Hamilton's Work-Scholarship Program provide student employment as part of the financial aid package. Other employment possibilities, chiefly odd jobs, exist on campus and in the local community.

Federal and State Scholarships and Grants—A detailed listing of the federal and state financial aid programs available to Hamilton students can be found in the Appendix.



Campus Buildings and Facilities

In all, Hamilton owns more than 1,200 acres of woodlands, open fields, and glens overlooking the Oriskany and Mohawk Valleys of Central New York. Included within the grounds are numerous hiking and cross-country ski trails and many unusual varieties of trees and plants. The Root Glen, gift of Mrs. Edward W. Root in 1971 and for many years beautifully tended under her devoted supervision, is remembered by all who have strolled its shale paths.

The Afro-Latin Cultural Center

Founded in 1969, the Afro-Latin Cultural Center provides a focus for Black and Latin students, some of whom live there year-round. Open to and used by the entire community, the Center sponsors discussions, lectures, art shows, and similar educational, cultural, and social events.

The Athletic Center

With the construction of the Margaret Bundy Scott Field House in 1978, the Athletic Center was completed, providing Hamilton with some of the finest and most modern indoor sports facilities of any small college in the nation. The Field House is connected with the Russell Sage Hockey Rink, one of the first indoor structures of its kind to be built on a college campus, and the Alumni Gymnasium, dedicated in 1940 and renovated in 1978. In addition, the William M. Bristol, Jr. Swimming Pool, dedicated in 1988, serves the instructional and competitive swimming and diving programs of the College (see Athletic Programs and Facilities).

The Azel Backus House

The only building still extant from the Hamilton-Oneida Academy, it was constructed as a boarding house for the Academy's students. In 1812 it became the home of Azel Backus, the first president of the College. Since 1958 the house has contained faculty and staff apartments and has also served as a meeting place for various campus and alumni groups. In 1984 it was renovated to include faculty dining rooms.

Benedict Hall

The gift of Henry Harper Benedict, Class of 1869 and one of the pioneers in the manufacturing and marketing of the typewriter, the building, which was erected in 1897, houses faculty offices and classrooms.

Bristol Campus Center

The William McLaren Bristol Campus Center is a four-story student activities building designed by architect Edward Durrell Stone, constructed in

1965, and named for the co-founder of Bristol-Myers Co., a member of the Class of 1882. Facilities include a snack bar, six bowling lanes, billiards, table tennis, the College Store, a laundromat, lounges, meeting rooms, offices for student organizations, and 12 newly renovated guest rooms.

Buttrick Hall

Originally built in 1812 as the student dining hall, Buttrick Hall is as old as the College itself. In 1834 it became the home of Horatio Buttrick, then Superintendent of Buildings and Grounds as well as Registrar. Through Oren Root's marriage to a daughter of Horatio Buttrick, the building became the birthplace of Elihu Root, U.S. Secretary of State and recipient of the Nobel Peace Prize. It has served as Hamilton's administrative headquarters for 65 years.

The Career Center

Located in a former private residence that was specifically redesigned and renovated for its new purpose in 1986, the Maurice Horowitch Career Center has two recruiting rooms and three reading rooms containing reference materials. It also comprises offices for three professional staff members who provide assistance to students in developing their postgraduate plans.

The Chapel

Designed by architect Philip Hooker and completed in 1827, the Chapel is thought to be the only remaining example of an early three-story church in America. Restored in 1949 as a World War II memorial, it is the most notable landmark on the Hill and the center of the religious life of the College. It is frequently used for public lectures, concerts, and college assemblies as well.

The Connell Alumni Center

Originally an inn called Lee's Tavern and the home of the Root family for more than a century, the Clancy D. Connell Alumni Center is one of the oldest buildings on the Hill. Renovated in 1986, it houses the offices of Communications and Development.

Dining Halls

Hamilton has three dining halls: Soper Commons, the gift of Alexander Soper, Class of 1867, and his brothers Arthur and James; McEwen Dining Hall; and the Bundy Dining Hall in the Bundy residence quadrangle, named for Harlow E. Bundy, Class of 1877. Students may eat at any of the three.

The Health Center

The Thomas Brown Rudd Health Center, named for the College's 13th President, was completed in 1959, and an addition was constructed in 1972. The building contains 12 beds, isolation room facilities, fully equipped examination and treatment rooms, and X-ray and laboratory facilities. The Center is staffed by a physician, a physician's assistant, and registered nurses. For health problems that require additional resources, referral to local consultants is employed.

The Health Center also houses the College's Counseling and Psychological Services, staffed by a counseling psychologist and two counselors. Upon request, referrals can be made to mental health specialists away from campus.

Christian A. Johnson Hall

The former College library (1914–1972) was renovated and rededicated as Christian A. Johnson Hall in 1982. It houses the Emerson Gallery (comprising formal art exhibition and workshop areas), the language and speech laboratory, and the College's media library. It also contains classrooms and faculty offices for the Critical Languages and the East Asian Languages programs as well as the Departments of German and Russian Languages, Mathematics and Computer Science, and Romance Languages.

Kirkland Cottage

The oldest building on campus, Kirkland Cottage was first constructed in 1792 as the home of Samuel Kirkland, the founder of Hamilton College. In 1925 it was moved from the foot of College Hill to its present site and later restored. The cottage is used by the senior honorary society, Pentagon, for its meetings, and for the matriculation of the freshman class.

Kirner-Johnson Buildings

These connecting buildings are used extensively for academic, administrative, and extracurricular purposes. The Kirner Building, named in honor of Juvanta H. and Walter R. Kirner, houses the offices of the Dean of the Faculty, the Dean of Students, the Higher Education Opportunity Program (HEOP), the Departments of Anthropology, History, Sociology, and Theatre and Dance, and the programs in Africana Studies and Linguistics. In addition to several classrooms, it also contains two auditoriums. Within the adjacent Johnson Building, named for Virgil E. Johnson, are the Office of the Registrar, the Nesbitt-Johnston Reading and Writing Center, and the Departments of Economics and Government.

The Library

Construction of the Daniel Burke Library was completed in 1972. Named for a member of the Class of 1893 who was for many years Chairman of the Board of Trustees, this modern facility provides Hamilton with one of the finest small college libraries in the nation (see Academic Programs and Services).

List Art Center

The Vera G. and Albert A. List Art Center, a multipurpose building for the visual and performing arts, has studios and workshops for ceramics, graphics, sculpture, metals, painting, and photography; a rehearsal hall, teaching studios, an electronic studio and practice rooms for music; a dance studio; exhibition areas; projection and recording facilities; classrooms; and offices for the Department of Art and faculty members in Dance.

McEwen Hall

Named after Robert Ward McEwen, 14th President of Hamilton College, McEwen Hall houses dining facilities, the Coffeehouse, a cinema lab, classrooms, music practice rooms, and offices for faculty members in Art.

Minor Theater

Originally Hamilton's first library (1872-1914), and later the College infirmary, it was converted to a theater in 1962 through the generosity of Clark H. Minor, Class of 1902 and a former Chairman of the Board of Trustees. It is now used for student productions and College-sponsored work in drama. The studios of the student-operated radio station, WHCL-FM, are found in the basement.

The Observatory

Made possible through a gift from Elihu Root III, the Observatory houses an 11¼" Maksutov telescope. Several smaller telescopes are also in use. In 1977, a building was constructed next to the observatory to provide work space and shelter for students enrolled in astronomy courses. This structure is heated by solar energy and is designed to permit experiments in this field. The observatory is off College Hill Road, on Peters Lane, a quarter-mile from the campus.

Residence Halls

Hamilton believes the opportunities for educational and personal growth are best served when all students are in residence together. Toward that end, most students live in the 14 residence halls on campus, and first-year students are housed in clusters in most residence halls. Resident Advisors live in each hall, with an average ratio of one Resident Advisor for every 29

students. Resident Advisors are responsible for advising students in their areas, handling administrative responsibilities within their buildings, and working closely with resident students and the Office of the Dean of Students.

The College tries to provide its students with as many different housing options as possible. For example, even though all residence halls are coeducational, some floors are single-sex while others are coed. Carnegie, Dunham, Kirkland, North, and South contain rooms ranging from singles to quads, and offer lounges, recreation areas, and kitchenettes. Babbitt and Milbank residence halls comprise six-person suites with kitchens and lounges. Keehn, Major, McIntosh, Minor, and Root contain singles and doubles, kitchenettes, and large lounges. Keehn offers a cooperative living arrangement and Root is designated "the quiet hall." The Bundy residence quadrangle, built in 1972, has its own dining facility and consists of large singles and doubles.

Root Hall

Given in 1897 by Elihu Root, Class of 1864, in memory of his father, Oren, Professor of Mathematics, the building was originally the Hall of Science. It now houses classrooms and faculty offices for the Departments of Comparative Literature, English, and Rhetoric and Communication.

The Elihu Root House

Constructed in 1817 for Theodore Strong, Hamilton's first Professor of Mathematics, the structure has served as the home of presidents as well as faculty members of the College. The house was extensively remodeled after it was purchased by Elihu Root as a summer home in 1893, and was occupied after 1937 by his daughter, Edith Root Grant, and her husband, Ulysses S. Grant III, grandson of the President. A National Historic Landmark, it was acquired by the College in 1979 and now contains the Admission and Financial Aid Offices.

Saunders Hall of Chemistry

Rebuilt and enlarged in 1930, the Hall of Chemistry was again renovated in 1978 and renamed in honor of Arthur Percy Saunders, longtime Professor of Chemistry and former Dean of the College. It houses an auditorium, classrooms, offices, and several laboratories, including the Bristol-Myers Laboratory.

The Schambach Center

Completed in 1988, the Hans H. Schambach Center for Music and the Performing Arts houses the Music Department, its classrooms, studios, practice rooms, and library. The Center also contains the splendidly appointed 700-seat Carol Woodhouse Wellin Performance Hall, an appropriate

setting for the talents of student artists as well as internationally recognized artists in music and dance who regularly visit Hamilton.

The Science Building

The Science Building, constructed in 1925 and expanded in 1965 with the addition of the Dana Wing, contains the offices and laboratories of the Biology, Geology, Physics, and Psychology Departments, as well as two auditoriums. It also houses the Oren Root Mineralogy Collection, originally assembled *circa* 1850 by Mr. Root and now consisting of many specimens of fossils, rocks, and minerals.

Silliman Hall

Named for philanthropist Horace B. Silliman, who helped finance its construction in 1889, Silliman Hall was originally the College YMCA building. It currently contains classrooms and offices of the Classics Department as well as the Women's Studies and Quantitative Literacy programs.

Student Life

The Division of Student Life is primarily concerned with the quality of learning for students outside of the formal classroom setting. The services within the division support and augment the educational purposes and goals outlined in the College Catalogue. Hamilton recognizes that students develop intellectually and socially while participating as active members of a residential community. The College therefore has a responsibility to integrate the goals of a liberal arts education into its residential programs. Students are challenged to understand values and life-styles different from their own, to relate meaningfully with one another, to develop the capacity to appreciate cultural and aesthetic differences, and to accept responsibility for the consequences of their actions.

Student Services

The Division of Student Life is concerned with the total development of the student. Emphasis within the various student services is placed on both challenging and supporting students' growth and development as they strive to achieve their potential. The following service areas are included within the division.

Academic Support—The academic program is central to the mission of the College. The academic progress of students toward meeting degree requirements is monitored by two faculty members selected for three-year terms to provide academic support to students. These deans assist and support foreign study, academic advising, academic progress, the Honor Court, and faculty committees dealing with any of these. Each is available to consult with students, faculty members, or parents who need assistance or support with matters pertaining to the academic progress of students.

Career Center—Career decision-making represents one of the most important developmental tasks for most students at Hamilton. The decision to begin graduate or professional study or to enter the work world involves a complex challenge to the student's intellectual, emotional, and social growth. Career Center programming and services are designed to assist students in identifying their own achievements, values, skills, and interests; to help them to understand and appreciate the diversity of the world of work; to aid in acquiring the skills necessary to enter that work world; and to manage their careers over their entire life spans.

Chaplaincy—The College is committed to providing an atmosphere that enhances spiritual and moral growth. Students are encouraged to nurture their religious traditions, interact with people of other faiths, and participate in religious experiences that will not only challenge their faith but also strengthen their beliefs.

The religious program at Hamilton reflects the diversity of interest within the community. The Jewish, Protestant, and Roman Catholic campus

organizations have liturgical celebrations weekly and on special holy days and also sponsor programs and service activities. The Hindu, Buddhist, and Islamic communities are also active on campus. Through the Office of the Coordinator of the Chaplaincy, the College provides support for a variety of religious activities and organizations. The Hillel Foundation has a chapter on campus serving the needs of Jewish students, with a faculty member serving as the Jewish Chaplain. The Diocese of Syracuse provides a Roman Catholic Chaplain for its students. The Coordinator of the Chaplaincy serves as Protestant Chaplain and also works closely with the other religious groups.

Counseling and Psychological Services—Counseling and Psychological Services provides support and assistance to students who are experiencing psychological and emotional problems or who just want to "talk out" some personal matters. The counselors are all professionally trained and qualified, and the services are offered under strict rules of confidentiality.

The college years are typically filled with extraordinary growth based on experiences that occur both in and out of the classroom. While some students may come to Counseling and Psychological Services with serious psychological concerns, the overwhelming majority of students wish to discuss matters that are appropriate to the developmental concerns raised by personal and intellectual growth. Approximately one out of every three students at Hamilton seeks individual counseling at some time during his or her academic career.

Health Services—The Thomas Brown Rudd Health Center is dedicated to the health of Hamilton's students. The Health Center medical staff is led by a physician and medical director, and it includes a physician assistant, nurse practitioner, and registered nurses who provide students with ready access to medical care 24 hours a day when the College is in session. A volunteer corps of Emergency Medical Technicians helps coordinate responses to campus emergencies.

The Health Center has on its premises a 12-bed infirmary, a reference laboratory and x-ray facilities, and physician-dispensing of prescription medication. A physician is on call during off-hours. Hospital care is available in three local hospitals, and consultants in most specialities are a phone call away.

Multicultural Affairs—The Office of Multicultural Affairs is responsible for assisting multicultural students as they strive to achieve their educational goals. It is also responsible for the promotion and enhancement of the campus community's understanding and appreciation of their cultures and heritages. During the year, it sponsors programs that open the community to the diversity of cultures present at the College. The Director of Multicultural Affairs also serves as an advisor to the various multicultural student organizations that play an active role on campus.

Residential Life—The staff of the Residential Life Office strives to promote and maintain a residence hall community conducive to intellectual and personal growth, where students can sleep and study, and share ideas with peers whose culture, life-style, and opinions may be very different from their own. The staff of the Residential Life Office includes the Director of Residential Life and two professional live-in Area Coordinators who are responsible for overall supervision and development of residence hall facilities and programs. Resident Advisors, who are upperclass students trained as counselors, limit-setters, program developers, and resource persons, live on each residence hall floor and provide valuable leadership within the residential community.

Student Activities

There are numerous opportunities for student development, involvement, and leadership in co-curricular activities at Hamilton College. Altogether, there are over 85 clubs and organizations, and students can choose to become involved in community service, cultural, musical, athletic, social, recreational, or religious activities, or co-curricular activities related to an academic interest. A Student Activities Fair is held each fall to introduce students to the variety of options available to them.

The Director of Student Activities advises student organizations, including private societies, and supervises the Bristol Campus Center. Facilities in this four-story student activities building include the College Store, a snack bar, bowling alley, games room, laundromat, multipurpose lounge, student organization offices, and a newly renovated 12-room guest facility.

Publications Board—Consisting of students, faculty members, and administrators, but always having a student majority and Chair, the Publications Board oversees all Hamilton student publications. It approves the budget for each publication, elects editors, and reviews and adjudicates editorial problems and disputes. The newspaper, yearbook, literary magazine, several smaller publications, and the radio station are all operated and managed wholly by students.

The Student Assembly—The functions of student government at Hamilton are vested in the Student Assembly. The Student Assembly is composed of five branches: the coordinating branch (Central Council); the judicial branch (Honor Court and Judicial Board); the lobbying branch (Community Council and Academic Chamber); the programming branch (Program Board); and the housing branch (Residence Hall Council and Inter-Society Council). The Assembly's funding committee makes allocations to over 30 student organizations.

Student Clubs and Organizations—Descriptions of a sampling of student organizations follow:

The Residence Hall Council (RHC) consists of representatives from each of the residence halls on campus. The RHC distributes money to the residence halls for a variety of residence hall and campus-wide events.

The Black and Latin Student Union was founded by students in 1968. Its goals are to help preserve the racial and cultural identities of Black and Latin students at Hamilton, and to bring Black and Latin culture to the campus. La Vanguardia was established in 1984 particularly for Latin students and their culture. The Afro-Latin Cultural Center, founded in 1969 to make more visible the reality of Black and Latin cultural history, occupies a house in the center of the campus. The Asian Cultural Society was established in 1987 to promote Asian culture.

Departmental clubs provide common ground for students interested in a particular field of study. The clubs sponsor discussions, lectures, presentations of papers, and similar events. Such groups are sponsored by the German and Russian Languages, Philosophy, and Romance Languages Departments.

The International Students Association is composed of international and U.S. students and regularly sponsors cultural programs and social events.

The Outing Club organizes and conducts hiking and camping trips, winter mountaineering, rock climbing, and cave exploration. It also sponsors lectures and films on these subjects. It is a member of the Intercollegiate Outing Club Association, which helps coordinate trips among various colleges.

The Root-Jessup Public Affairs Council is an undergraduate organization with student officers and a faculty advisor, whose purpose is to stimulate student discussion of current national and international issues. The group sponsors discussions and lectures series whose recent participants have included G. Gordon Liddy, Lord Harold Wilson, Jesse Jackson, Arthur Schlesinger, Jr., Phyllis Schlafly, and Ralph Nader. The Council is named for the distinguished diplomats Elihu Root, Class of 1864, and Philip C. Jessup, Class of 1918.

The Women's Center was founded in order to provide a focus for the concerns of women at Hamilton. As such, it operates a resource center and sponsors a number of films, workshops, and lectures open to all members of the College community.

There are eight social fraternities and two sororities affiliated with Hamilton. They are private, off-campus organizations that do not receive support from the College. They are Alpha Delta Phi, Chi Psi, Delta Kappa Epsilon, Delta Phi, Delta Upsilon, Phi Beta Chi, Phi Sigma Sigma, Psi Upsilon, Sigma Phi, and Theta Delta Chi. In addition, the Emerson Literary Society is open to undergraduate women and men.

Service Organizations—Hamilton students have many opportunities to participate in community service organizations. The Hamilton Action Volunteers Outreach Coalition (HAVOC) develops community service programs, acts as a liaison between the College community and community service organizations off College Hill, and seeks to foster a spirit of volunteerism among the student body.

The ABC House, located on campus, offers talented high school students from disadvantaged backgrounds a chance to increase their educational opportunities. Students from Hamilton serve both as resident and as nonresident tutors.

The Utica Tutorial Program provides student tutors for disadvantaged elementary school pupils in Utica on a weekly basis throughout the academic year. The project also provides opportunities for the pupils to take part in a variety of special programs on the campus.

Campus Cultural Life

Art

The Fred L. Emerson Gallery, which opened in 1982, contains three exhibition rooms and staff offices and work areas, as well as modern storage facilities for the Hamilton College Collection. Highlights of the collection include a large number of Currier & Ives prints, the Burgess Collection of Ancient Glass, and Indian artifacts of the Northwest Coast.

Recent exhibitions have included "Marsden Hartley in Bavaria," "Graham Sutherland: The Graphic Work," "Rodin: Selections from the B. Gerald Cantor Collection," and "A Rural Life: The Art of Lavern Kelley," as well as faculty and student shows.

Music

The musical life of the College is lively and varied. The annual Music at Hamilton Artist Series of five concerts offers performances by such visiting artists as cellist Yo-Yo Ma, pianist Mitsuko Uchida, violinist Elmar Oliveira, clarinettist Richard Stoltzman, singers Maureen Forrester and Elly Ameling, the King's Singers, the Empire Brass Quintet, pianist Malcolm Bilson, Dizzy Gillespie, P.D.Q. Bach, and the Rochester Philharmonic. In addition, there are performances by faculty members and student ensembles, and numerous student recitals.

The Different Series of three concerts includes performances of esoteric jazz, electronic art music, avant-garde music, music from non-Western traditions, and folk music. Such concerts have included the Chilean folk group Inti-Illimani, traditional Japanese musician Semba Kokun, the Kronos Quartet, Max Roach, and composers Pauline Oliveros, Philip Glass, Karel Husa, Elliott Schwartz, and George Crumb. The Music Department also sponsors master classes by visiting artists and lectures on musical subjects by prominent scholars.

Other concerts on campus are offered by the Student Assembly Program Board, which annually sponsors the Springfest, an intercollegiate event that draws musicians from throughout the Northeast. The Black and Latin Student Union also sponsors concerts from time to time. Nearby in Utica are other concerts by the Chamber Music Society of Utica, the Utica Symphony, and the Great Artists Series. Somewhat more distant, but still easily accessible, are the many performances offered in Syracuse, including those by the Syracuse Symphony Orchestra and the Syracuse Opera. For events of special importance, the Music Department provides transportation.

The College Choir, founded in 1867, carries forward a long tradition of choral excellence. In addition to several concerts on campus and in neighboring communities, the Choir undertakes an annual concert tour during the spring recess. These tours have ranged as far as Chicago to the west, Boston to the east, Montreal to the north, and Savannah to the south. In

addition, the Choir has toured Europe six times. Auditions are held during student orientation in the fall.

The College Orchestra was founded in 1970. In recent years it has performed symphonies by Beethoven, Mozart, and Schubert, as well as works by Brahms, Schumann, Vivaldi, Telemann, Rossini, Vaughan Williams, Wagner, Copland, and Ives. Student soloists, chosen by annual competition, also regularly perform concertos or arias with the Orchestra. In recent years the Orchestra has undertaken two tours, one in this country, the other in Europe. Auditions are held during student orientation each fall.

The College Hill Singers provides an opportunity for talented singers to participate in a variety of solo vocal ensembles. Repertoire is drawn from all periods of music history. Membership is limited to members of the College Choir.

The College and Community Oratorio Society, founded in 1975, performs major works with orchestra each semester. The Society is open to any member of the community, without audition. Interested singers may join by attending the first rehearsal of the term.

The College Hill Camerata, founded in 1983, is a chamber vocal ensemble with members drawn from the Oratorio Society and the College Choir.

The Brass Choir, founded in 1959, performs numerous times during the year, providing music for various College functions as well as giving concerts off campus, on its own, or in conjunction with the College Choir. Its repertory ranges from Josquin and Gabrieli to Hindemith and Dahl. Auditions are held during student orientation each fall.

The Woodwind Ensembles, founded in 1961, afford an opportunity for the study and performance of music for various combinations of wind instruments. They have performed works by Ibert, Mozart, Fine, and Richard Strauss. Auditions are held during student orientation each fall.

The Jazz Ensemble was founded in 1981 for the study and performance of a variety of jazz styles. It provides opportunities for students to study improvisation within a large ensemble context. The Ensemble performs several concerts on campus each year, and recently presented concerts throughout New England. Auditions are held during student orientation each fall.

The Buffers, a male octet, combines traditional barbershop quartet music with new, innovative lyrics. The group frequently sings at social events at Hamilton, in exchange concerts with other colleges, and at other off-campus events. Auditions are held in the spring for the following year.

The Hamiltones, a coeducational a cappella group founded in 1987, mixes musical skill with humor and performs at various campus events.

Special K is an eight-voice women's close-harmony group with a varied repertoire, including classical barbershop and contemporary material. It

performs both on and off campus at various social events, as well as in exchange concerts with other colleges.

Vocal and instrumental instruction is available for those wishing to study music in the classic tradition. Most instruction on orchestral instruments is offered by members of the Syracuse Symphony or the Catskill Symphony. A fee is charged for such instruction, but students receiving financial aid may obtain assistance in meeting the cost. Inquiries should be addressed to the Music Department.

Instruments of various sorts are available for student use. In addition to numerous Steinway grand pianos and a variety of wind, brass, string, and percussion instruments, the College possesses a Steinmeyer one-manual *Positif* organ, a Noack two-manual tracker organ in the College Chapel, a two-manual Dowd harpsichord, and a Fudge clavichord. The Music Department also maintains a well-equipped studio for electronic music that surpasses such facilities in many larger colleges and universities. Information on the use of instruments is available from the Music Department.

The Lee H. Bristol, Jr. Endowment for the Performing Arts was established in memory of Lee H. Bristol, Jr., Class of 1945, to bring performing artists to the College.

The Helen B. Longshore Memorial Endowment was established by Helen B. Longshore, a friend of the College, to support the College's music programs and activities.

The James T. and Laura C. Rhind Fund was established to bring to the campus fine arts performances or exhibitions with merit, with preference for the field of music.

Theatre

Theatre Program productions are always open to the entire student body. Normally the department produces two to three productions a year, in November and April, and October or February. Recent major faculty-directed productions have included Goldoni's *Il Campiello*, Bosakowski's *Chopin in Space*, Durang's *The Marriage of Bette and Boo*, and Chekhov's *The Seagull*. In addition to these, the Theatre Program regularly produces student-directed one-acts, usually as part of the directing workshop or as senior projects. This past year theatre majors presented six one-acts as part of their senior projects involving over 100 other students.

Auditions for Theatre Program productions are open to all students and are held early each semester. Technical and managerial positions are also available.

The Alexander Hamilton Players was founded in 1972 by a group of students interested in staging the musical *1776*. The players specialize in musical theater and comedy. Each year they produce the best entries in the

Wallace Bradley Johnson Playwriting Competition. Membership is open to all who have an interest in singing, stagecraft, acting, or participation in the Players' orchestra.

Lectures

Numerous lectures are provided during the year for the College community from the income of endowments established for the purpose, augmented by general College funds.

The Richard P. Butrick Lecture Fund was established by the Honorable Richard P. Butrick, a retired diplomat, to support an annual lecture or lectures.

The Continental Group American Economy Lecture Series was established in 1980 by the Continental Can Company to support a series of business lectures dealing with the American economy in conjunction with the Public Policy Program.

The Terry Herrick Memorial Fund for Industrial Relations Study was established in 1981 by alumni and friends in memory of Horace Terhune Herrick, Jr., Class of 1942, to support lectures on subjects relating to labor, management, and productivity.

The Victor S. Johnson Family Lecture Fund was established in 1987 to bring to the campus alumni, public figures, scholars, and others who have distinguished themselves in their respective careers and are recognized leaders in their field, to address a significant aspect of American life and thought.

The John R. Kennedy Lecture Series, established by the John R. Kennedy Foundation, brings prominent women to Hamilton to provide students with examples of accomplishments in various fields of business, the professions, government, and the arts.

The Edwin B. Lee Lecture Fund in Asian Studies was established in 1990 by former students and friends of Professor Lee to bring to the College each year a distinguished lecturer in the field of Asian studies.

The John Ripley Myers Lecture Fund was established in 1912 by Mary H. Myers in memory of her son, John Ripley Myers, Class of 1887, to support annual lectures in areas not covered by the curriculum.

The William Roehrick Emerson Gallery Lecture Fund, was established in 1988 in honor of William G. Roehrick, Class of 1934, to support annual lectures by distinguished scholars in the fine arts.

The Root-Jessup Lecture Series, sponsored by the Root-Jessup Public Affairs Council, brings public figures to the campus to speak on issues of current nationwide interest.

The Reverend Alexander Thompson Memorial Lecture Fund was established with a bequest from Luranah H. Thompson in memory of her husband, the Reverend Alexander Thompson, Class of 1906, to support an annual lecture.

The Chauncey S. Truax Memorial Fund was established in 1956 by R. Hawley Truax, Class of 1909, in memory of his father, Chauncey S. Truax, Class of 1875, to bring to the College distinguished guest lecturers and visiting scholars in the field of philosophy.

The Arthur Coleman Tuggle Lecture Fund was established by Clyde C. Tuggle, Class of 1984, in memory of his father. Speakers are brought to Hamilton under this program to address current ethical issues.

The Winslow Lecture Fund was established with a bequest from William Copley Winslow, Class of 1862, to support lectures on classical archaeology.

The Frank H. Wood Memorial Lecture Fund was established by alumni and friends in memory of Frank Hoyt Wood, for many years a professor of political science at Hamilton, and is intended to support lectures in history, political science, or matters of current general interest.

Film

A full program of domestic and foreign full-length feature films is shown by student-operated film societies at Hamilton nearly every weekend that the College is in session.

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Athletic Programs and Facilities

Athletic Facilities

The College has greatly expanded and improved its athletic facilities in recent years. The Alumni Gymnasium, built in 1940 and containing a basketball court, four squash courts, and a weight room, was renovated in 1978. Also, a spacious lobby was constructed to connect the gymnasium with the Russell Sage Hockey Rink and a new field house, forming an Athletic Center.

The Margaret Bundy Scott Field House, a 55,000-square-foot multipurpose athletic structure, contains three regulation-size basketball courts and can seat 2,000 spectators. It also houses a six-lane 200-meter urethene running track and indoor courts for tennis, handball, racquetball, squash, and volleyball. The playing surface can accommodate practices for outdoor varsity sports during inclement weather. Connected with the Athletic Center is the William M. Bristol, Jr. Swimming Pool, completed in the fall of 1988. An eight-lane "stretch" pool with a moveable bulkhead permitting division into a diving area and a swimming area, it provides Hamilton with the most modern of aquatic facilities that fully meet intercollegiate standards for competition.

Adjacent to the Athletic Center are playing fields for football and baseball, and ten all-weather tennis courts. Nearby are a nine-hole golf course covering 65 acres of the campus, two platform tennis courts, and the Whitney T. Ferguson III Intramural Fields. The William D. Love Field, which also comprises the 400-meter Walter H. Pritchard Track, is used throughout the year for a variety of sports, including soccer, lacrosse, and field hockey, as well as track and field.

Athletic Policy

The primary emphasis of the athletic program at Hamilton College is upon the educational value of athletics rather than upon athletics as a public entertainment or as a source of financial income. The College, through its Physical Education Department, provides a fourfold program in athletics: recreational play, instruction in physical education, intramural competition, and intercollegiate programs. Hamilton thereby continues its long tradition of encouraging not only the acquisition of knowledge but also the enjoyment of physical activity and the attainment of skills that will provide lifelong satisfaction.

Physical Education (See Courses of Instruction.)

Intramural Activities

The Intramural program offers opportunities for participation in a wide variety of sports conducted under the supervision of the Intramural Coun-

cil and a departmental advisor. The program is especially designed to encourage participation by students who enjoy competition but whose skills or interests are not of intercollegiate calibre. An intramural handbook is published annually and is available to all members of the community.

Intercollegiate Athletics

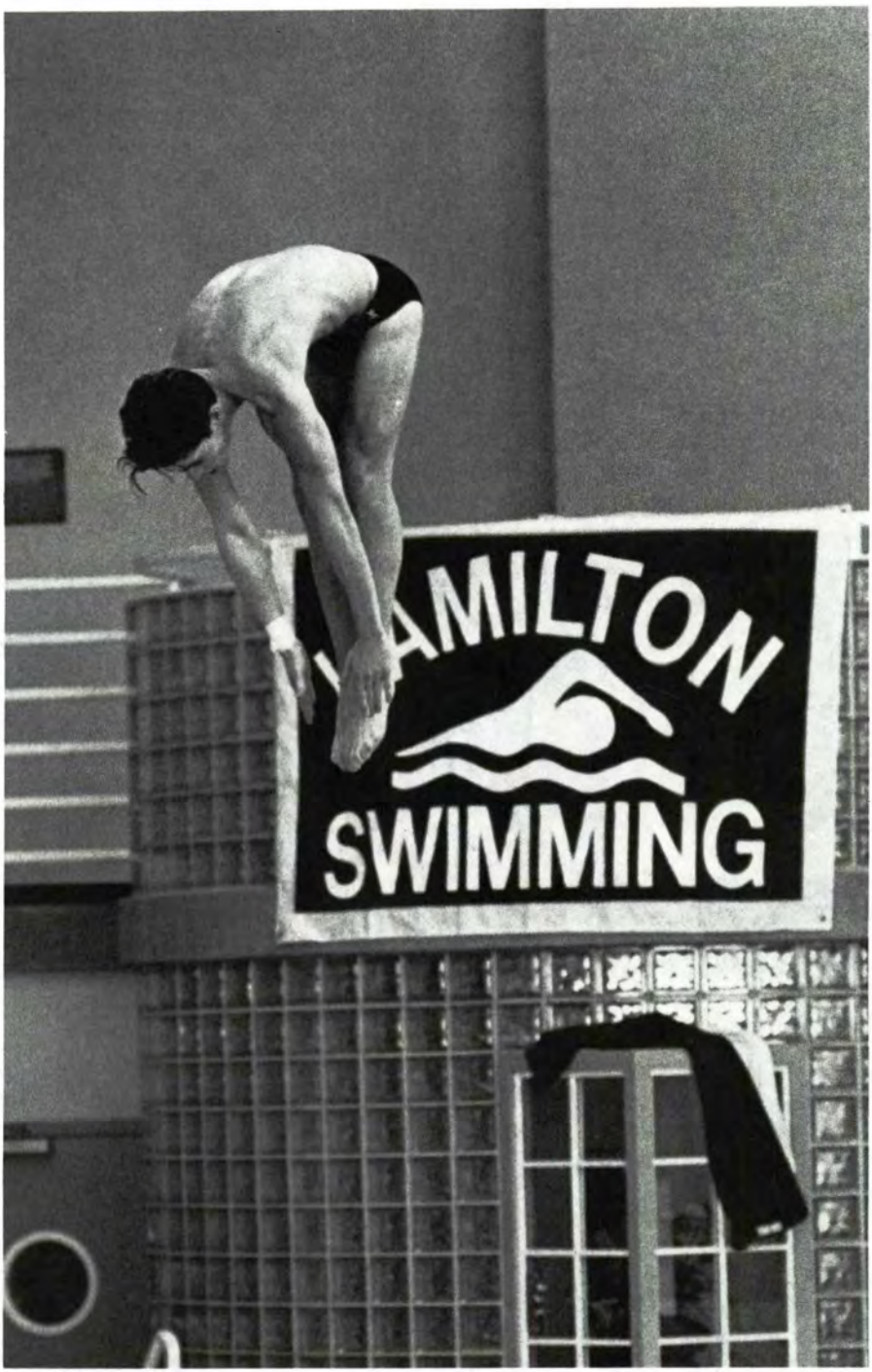
The College is committed to a representative intercollegiate program. It is also committed to seeking fine student-athletes who value and respect the fundamental educational goals of the College.

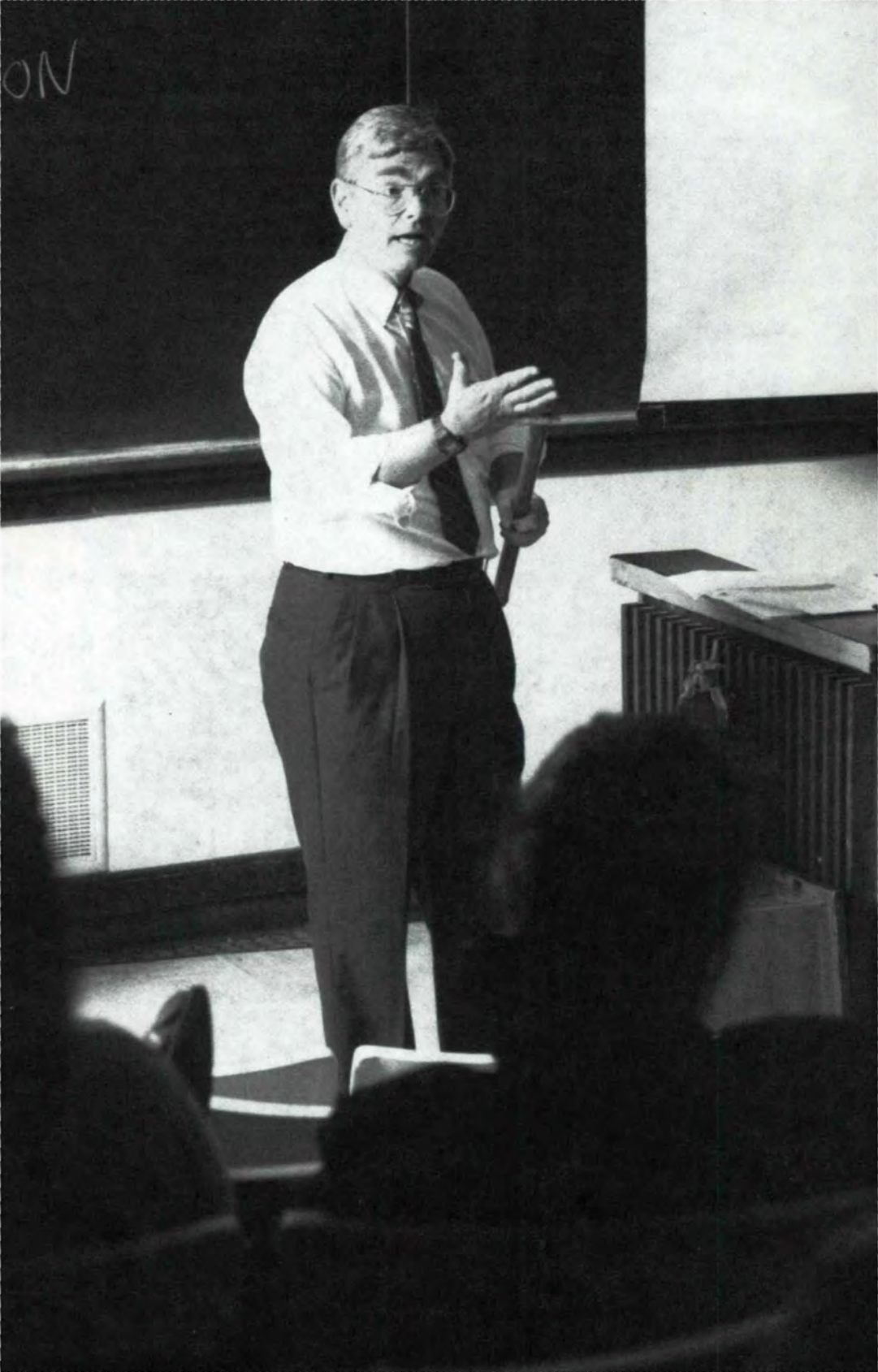
The College sponsors men's varsity teams in baseball, basketball, cross country, football, golf, hockey, lacrosse, soccer, squash, swimming, tennis, and track (winter/spring); and women's varsity teams in basketball, cross country, field hockey, lacrosse, soccer, softball, squash, swimming, tennis, track (winter/spring), and volleyball.

Hamilton is a member of the New England Small College Athletic Conference (NESCAC), the Eastern College Athletic Conference (ECAC), the New York State Women's Collegiate Athletic Association (NYSWCAA) and the National Collegiate Athletic Association (NCAA). The other members of NESCAC are Amherst, Bates, Bowdoin, Colby, Connecticut College, Middlebury, Trinity, Tufts, Wesleyan, and Williams. The Conference balances athletic involvement with high academic standards.

Club Sports

The Physical Education Department supports the following Club programs: the Bicycle Co-op, men's and women's crew, fencing, women's ice hockey, the Outing Club, men's and women's rugby, sailing, self-defense, skiing, ultimate frisbee, men's volleyball, water polo, and women's golf.


AMILTON
SWIMMING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Courses of Instruction

For each course, the numbering indicates its general level and the term in which it is offered. Courses numbered in the 100s are introductory in material and/or approach. Courses numbered in the 200s and 300s are intermediate and advanced in approach respectively. Courses numbered in the 400s are most advanced.

To assure the maximum effectiveness in teaching, it is sometimes necessary to place limits on the enrollment in courses. Some courses have enrollment limits because of limited laboratory or studio space. Others have limits to enable instructors to incorporate additional papers and examinations, small group discussions, or special projects. A writing-intensive course, for example, is normally limited to 20 students, and a seminar is normally limited to 12. Enrollment limits mean that a student might not always be able to take a course that he or she wishes to take.

Unless otherwise indicated, the following priorities will apply in the determination of entrance into courses limited in enrollment.

For 100-level courses, priority shall be given to freshmen, sophomores, juniors, and then seniors. (Seniors must have the permission of the departmental Chair in order to enroll in a 100-level course.)

For 200-level courses, priority shall be given to sophomores, freshmen, juniors, and then seniors.

For 300- and 400-level courses that are not required for the student's concentration, priority shall be given to seniors, juniors, sophomores, and then freshmen.

For 300- and 400-level courses that are required for the student's concentration, priority shall be given first to concentrators, and then nonconcentrators of the more advanced class.

The term in which the course will be offered is indicated by the letter immediately following the course number: **F** for fall semester, and **S** for spring semester. **F,S** designates a course offered in both fall and spring semesters. **Su** designates a course comprising a summer field trip.

Courses with bracketed numbers will not be offered during 1991-92. In most cases, the description indicates the next date the course will be offered.

A single three-digit number preceding a course description indicates that the course may be elected for a single term. Most offerings are of this type. Two three-digit numbers separated by a hyphen indicate that normally the course will be elected for two terms. For such courses, a student may not enter the second term without having taken the first, unless otherwise indicated.

A course designated as open to a certain class (e.g., "Open to sophomores") is also open to all higher classes. A course with no statement concerning class eligibility is open to all students.

Unless otherwise stated, all courses meet for three 50-minute or two 75-minute class periods each week.

In the list of faculty members for each department, the letters (F,S) following a name indicate terms of leave or off-campus teaching.

Africana Studies

Faculty
Vincent Odamtten, *Acting Program Director*
Frank F. Taylor
Tekle Woldemikael

The Africana Studies Program offers interdisciplinary study of the history, culture and politics of people of African descent. It focuses on three geographic areas: Africa, the United States, and the Caribbean. The program aims to develop students' critical and analytical skills and to promote scholarship within the Africana field of study.

The program serves students who wish to minor in Africana Studies and/or broaden their knowledge of the Africana experience. The minor requires five courses, including 101 and 200, two courses at or above the 200 level selected from the list below from two different departments, and a 300-level independent study to be designed in consultation with the Program Director and an appropriate faculty advisor. Students interested in minoring in Africana Studies should consult with the Director, or with another member of the Committee, which for 1991-92 consists of Professors Jean D'Costa (English), Shelley Haley (Classics), Robert Paquette (History), Robert Simon (Philosophy), Frank Taylor, and Tekle Woldemikael.

101F Introduction to Africana Studies. An interdisciplinary study of African cultures and history. Emphasis on the perspectives of writers of African descent and the historical and cultural linkages between Africa and Africans in diaspora. Includes African cultures and identity, colonialism and underdevelopment, Pan-Africanism and African Diaspora. Woldemikael.

200S African-Americans in the New World. The role of African-Americans in the history of the New World. Primary focus on experience of African-Americans in the United States, with comparison to African descendants and their various roles in the Caribbean and South and Central America. Woldemikael.

[203F] African-American History to 1865. A survey of the social, political, and economic history of African-Americans in the United States from the 1600s to the Civil War. Focus on slavery and resistance, racism and the rise of the KKK, the family, women, and cultural contributions. Prerequisite, 101 or 210, or one 100-level history course, or consent of instructor. (Same as History 203.)

[205S] White Words, Black Voices: Afro-English Dialectology. For full description, see Linguistics 205.

[210F] African History to 1885. An introduction to African history, beginning with traditional African society and ending with the era of European conquest and the Berlin Conference. Examines the major themes

of migrations, state formations, Islamization, slavery, and traditional socio-political organizations. (Same as History 210.) Prerequisite, 101 or 203, or one 100-level history course.

[211S] African History since 1885. An examination of African history and the impact of colonialism, nationalism, resistance, Pan-Africanism, and neocolonialism on Africa's traditional and modern political economy. Traces events from the Berlin Conference up to the present day. (Same as History 211.) Prerequisite, 210 or consent of instructor.

225F Contemporary International Relations in the Caribbean. An examination of the development and character of international relations in the Caribbean since 1959. A critical investigation of the evolving relations between the nation-states of the Caribbean basin and other nations, particularly the United States, in a global context. Prerequisite, 101 or Government 112 or 114. (Same as Government 225.) Maximum enrollment, 40. Taylor.

227F Introduction to African-American Literature. For full description, see English 227. Prerequisite, English 150 or consent of instructor. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Odamtten.

230S History of Black Political Thought in the Nineteenth and Twentieth Centuries. An examination of the historical development of black political thought in the nineteenth and twentieth centuries. An investigative survey of the triangular relationship of that development in Africa, the Caribbean, and the United States. Prerequisite, 101 or one 100-level history course. (Same as History 230.) Maximum enrollment, 40. Taylor.

235F Social and Economic History of the Caribbean since Slavery. A survey of the internal dynamics and external influences on the historical development of the social and economic character of the Caribbean since slavery. Prerequisite, 101 or one 100-level history course. (Same as History 235.) Maximum enrollment, 40. Taylor.

245F Race and Ethnicity. An examination of the meaning of ethnic and racial identities; causes of discrimination and prejudice, and responses of minorities to differential treatment. Focus on case studies of American minorities including African-Americans, Native Americans, Hispanics, and Asian-Americans. A comparative analysis of race relations in South Africa and the United States. Prerequisite, 101 or Sociology 101. (Same as Sociology 245.) Woldemikael.

247F Red, White, and Black in the Early Americas. An investigation of theoretical and empirical explanations of racial and ethnic conflicts in the Americas during the sixteenth to eighteenth centuries. An examination of European, Native American, and African peoples' adaptions and cultural,

political, and economic interactions throughout colonial times. Prerequisite, 101 or one 100-level history course. (Same as History 247.) Maximum enrollment, 40. Taylor.

[310S] Seminar: African-American Women in the United States. Selected topics in the history of African-American women in the United States from slavery to the present, including the impact that race, gender, and class have on their family roles, work, social organization, politics, and interactions with other female groups. Prerequisite, 203, or History 350, or consent of instructor. (Same as History 310.) Maximum enrollment, 12.

319S Major Caribbean Writers. For full description, see English 319. Prerequisite, English 150 or 200. Open to sophomores, juniors, and seniors only. Order of priority: juniors, seniors, sophomores. (Offered in alternate years.) Maximum enrollment, 40. D'Costa.

329F Studies in Contemporary African Literature. For full description, see English 329. Prerequisite, English 200 or Comparative Literature 211 or 212. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Odamtten.

331S Urban Sociology. Examination of urban life in historical and cross-cultural perspective. Implications for social policy considered. Prerequisite, Sociology 101. Woldemikael.

[339F] Studies in Africana Literary Movements. For full description, see English 339. Prerequisite, English 200 or Comparative Literature 211 or 212. Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 40.

350F Slavery and the Civil War. For full description, see History 350. (Writing-intensive.) Prerequisite, 101, or History 251, or consent of instructor. Maximum enrollment, 20. Paquette.

371S Seminar in Documentary Research: The Caribbean During Slavery. A critical examination of primary sources, such as the Beinecke Lesser Antilles Collection, in the development of the art of research, reading, and writing historical essays. Prerequisite, 101, or History 235, or consent of instructor. (Same as History 371.) Maximum enrollment, 12. Taylor.

390F Topics in Ancient Civilization. For full description, see Classical Studies 390. (Writing-intensive.) Maximum enrollment, 20. Haley.

430S Seminar: Contemporary African-American Literature. For full description, see English 430. Prerequisite, English 200 or Comparative Literature 211 or 212. Open to juniors and seniors only. Maximum enrollment, 12. Odamtten.

Other courses appropriate for the minor include:

Government

[218S]	**Politics of Africa**
[224S]	**Southern Africa in Crisis**

History

102F	**Atlantic World in the Era of the Slave Trade**

Music

[260F]	**History of Jazz**

Religion

[205F]	**Christian and Islamic Africa**
[215S]	**African Traditional Religions**
[283F]	**Black Theology of Liberation**

Women's Studies

215F	**The Challenge of Gender and Race**
402F	**Third World Feminisms**

American Studies

The American Studies Program offers students an opportunity to study American civilization from a variety of perspectives and through the methodologies of different intellectual disciplines. Specialized studies in all fields of learning dealing with the United States are included in the program, and the impact of these studies is reflected in the work of the American Studies introductory course (201), the American Studies Seminar (401), and the Senior Project (550).

Students work closely with faculty members in developing an individualized plan of study which brings at least two disciplinary perspectives to bear on a major topic in American culture. Early in the first semester of the junior year, each student must submit a concentration proposal outlining the particular goals and areas of concern to be explored. The proposal should also indicate how the courses comprise a coherent plan toward those ends.

The concentration consists of ten courses comprising a program approved by the American Studies Committee. It includes 201, taken in the sophomore or junior year, followed by 401, which concentrators may take during their junior or senior year. All concentrators must also complete 550, the Senior Project, an interdisciplinary exploration of a major theme in American civilization.

The American Studies courses assume a general familiarity with American history and literature. Concentrators are expected to take two courses in *each* of these disciplines. The American Studies Committee strongly urges concentrators to choose from the following options:

American Literature

English 307S **Nineteenth Century American Literature**
or
English 309S **Twentieth Century American Literature**

plus one course from such other options as:

English [209S] **The Wars of America and American Literature**
English 227F **Introduction to African-American Literature**
English 275S **Contemporary American Fiction**
English [285S] **The Puritan Literary Tradition: 1620-1720**
English 301F **Faulkner and Southern Literature**
English [302S] **American Literary Autobiography**
English 433F **Seminar: Faulkner and Other Writers of the Modern South**

American History

History 241F **American Colonial History**

or

History 251S	**Nineteenth Century America**

or

History 253F	**Recent American History**

plus one course from such other options as:

History [246S]	**American Diplomatic History**
History [265S]	**The Worker in American History**
History [277S]	**Conservative Thought in the United States**
History [341F]	**Studies in American Colonial History**
History 343S	**Seminar: Revolutionary America**
History [346S]	**Studies in American Diplomatic History**
History 350F	**Slavery and the Civil War**
History 352S	**Women and the American Social Reform Tradition**
History [353S]	**Seminar in Recent U.S. History**
History [355S]	**Topics in Nineteenth Century American History**
History [356S]	**Contemporary America**
History 359S	**Studies in American Progressivism**
History 378F	**Topics in American Biography**
History 401F,S	**Research Seminar in American History**

In addition, the following courses are recommended for concentrators:

Africana Studies 200S	**African-Americans in the New World**
Africana Studies [203F]	**African-American History to 1865**
Africana Studies 245F	**Race and Ethnicity**
Africana Studies 247F	**Red, White, and Black in the Early Americas**
Africana Studies [310S]	**Seminar: African-American Women in the United States**
Anthropology 113F,S	**Cultural Anthropology**
Anthropology [114S]	**Traditional Societies in a Modern World**
Art 259S	**American Art**
Art [359S]	**American Architecture**
Economics 365F	**Economic Analysis of American History**
Government 116F,S	**The American Political Process**
Government 221S	**Political Parties and Interest Groups**
Government 227F	**State Politics**
Government 228S	**Congress**
Government [241F,S]	**Survey of Constitutional Law**
Government 270S	**Democratic Theory**
Government 290F	**American Foreign Policy**
Government 291S	**Political Economy of North-South Relations**
Government 329F	**The American Electoral Process**

Government [334S]	**Equality and the Constitution**
Government [335S]	**The Criminal Justice System**
Government [376S]	**American Political Tradition**
Linguistics [247S]	**Sociolinguistic Constructions of the Hispanic**
Philosophy 222S	**Contemporary Moral Issues**
Religion [281F]	**The American Jewish Experience**
Religion [303S]	**Religion, the Political Order, and War in America**
Religion [373F]	**American Religious Thought**
Rhetoric and Communication [320F]	**Understanding Mass Media**
Sociology [272S]	**Sociology of Poverty**
Spanish [230F]	**The Hispanic U.S.A.**

Students who have earned a B+ (88) average in the concentration may receive honors in American Studies through distinguished work on the Senior Project.

Faculty members directing the program are specialists in American civilization and are committed to an interdisciplinary approach to the study of American culture. Students interested in the concentration should consult as early as possible with the program's Director, Maurice Isserman (History), or with any other member of the American Studies Committee, which for 1991-92 consists of Professors Elizabeth Jensen (Economics), Deborah Pokinski (Art), and Peter Rabinowitz (Comparative Literature).

201S Introduction to American Studies. An interdisciplinary approach to the study of civilization in the United States. Emphasis on recurring historical themes in our national culture such as race, class, gender, and ethnicity. (Writing-intensive.) Prerequisite, one 100-level history course or English 150 or 200. (Same as History 201.) Maximum enrollment, 20. Isserman.

401F American Studies Seminar. Individual research and common class reading emphasizing an interdisciplinary approach to diverse aspects of American civilization. (Writing-intensive.) Prerequisite, 201 or consent of instructor. Maximum enrollment, 12. Isserman.

550F,S Senior Project. A program limited to senior concentrators, resulting in a thesis supervised by readers from two disciplines. The Committee.

Ancient Mediterranean Civilization

This interdisciplinary program offers students the opportunity for a broad study of the ancient civilization of the Mediterranean. The concentration requires a minimum of six courses from the list below, including the Senior Program (550). At least one and no more than two of those courses must come from each of the four disciplines participating in the program: Art, Classics, Philosophy, and Religion. At least four of those courses must be beyond the 100 level, and at least two beyond the 200 level (one of these may be 550, the required Senior Program). Also required is a minimum of one course at the 300 level in either Latin or Ancient Greek, or two courses beyond the elementary level in Biblical Hebrew.

Besides 550, the courses currently approved for the concentration are as follows.

Art 261F	**Ancient Art**
Art [361F]	**Seminar in Ancient Art**
Classical Studies	All Classical Studies Courses (listed under the Department of Classics)
Philosophy 201F	**The History of Western Philosophy: Ancient**
Religion 117F	**The Hebrew Scriptures**
Religion 317F	**Jesus and the Gospels**
Religion [327S]	**Hellenistic Religions**
Religion [407S]	**Seminar in Biblical Studies**
Religion 417S	**Seminar in Christianity and Classical Culture**

Students concentrating in Ancient Mediterranean Civilization are strongly encouraged to take advantage of the many excellent programs for work and study abroad, subject to the approval of their advisors and the Chair of the program committee.

Students who have earned a B + (88) average in the concentration may receive honors in Ancient Mediterranean Civilization by doing distinguished work in the Senior Program, which is required of all concentrators. More information about the Senior Program and the concentration as a whole is available from Professors Barbara Gold (Classics) and Stephenson Humphries-Brooks (Religion), or from any other member of the program committee, which for 1991-92 consists of Professors Russell Blackwood (Philosophy), Rand Carter (Art), Shelley Haley (Classics), John McEnroe (Art), Carl Rubino (Classics), and Jay Williams (Religion).

A minor in Ancient Mediterranean Civilization requires a minimum of five courses drawn from at least three of the disciplines listed above, including at least one course beyond the 200 level.

550S Senior Program. Topic to be arranged. Limited to senior concentrators. The Committee.

Anthropology

Faculty

Douglas Raybeck, *Chair*
Charlotte Beck
Victoria Bernal (FS)
M. Jean Heriot
George T. Jones
Henry J. Rutz (FS)

A concentration in Anthropology consists of a minimum of nine courses: 107 (185) or 115, 113 or 114, 250, 358, 540 or 560, and four other courses, one of which must focus on a culture area. Prospective concentrators are encouraged to take 358 as early as possible. All concentrators, especially those planning graduate studies, are advised to take a course in statistics. The Department offers a two-credit summer archaeological field course.

The Department offers its concentrators three options for fulfilling the Senior Project requirement (540):

Reading Program in Anthropological Classics: Concentrators electing this option will be required to read six to eight works in anthropology and to produce critical papers on each work;

Research Paper: Concentrators electing this option will complete a major research paper which may involve either library research or a combination of library and field research;

Research Proposal: Concentrators electing this option will complete a proposal which will involve a detailed statement of proposed research and the means to accomplish it, a discussion of relevant literature, and a bibliography.

Seniors who seek honors must have an average in their concentration of B+ and write an honors thesis (560), which must receive a grade of A- or higher. Admission to 560 is by permission of the Department. Students may gain permission in one of two ways: 1) a grade of B+ or higher on a research paper or proposal (540); 2) a grade of B+ or higher on a term paper or equivalent project accompanied by a written statement of thesis topic and recommendation of a department member.

A minor in Anthropology consists of one course from among 107 (185), 113, 114, and 115, and four other courses approved by the Department, one of which must be at the 300 level.

107S Humans and the Ice Age Earth. An introduction to archaeologic and geologic studies as they are applied to climate changes and related human adaptations. Focus on stratigraphic principles, environmental reconstructions, archaeologic field methods, chronologic methods, and the impact of climate changes during the past 2.5 million years. Three hours of class and one hour of laboratory/discussion. Field trip. Not open to students who have taken any other course in Principles of Geology I (Geology 106 to 112). (Same as Geology 107.) Maximum enrollment, 50. E. Domack and T. Jones.

113F,S Cultural Anthropology. Cross-cultural approaches to the study of social structure, polity, economic behavior, and belief systems. Anthro-

pological methods of analysis of nonliterate, peasant, and complex contemporary societies. Not open to students who have taken 114. Maximum enrollment in each section, 60. Raybeck (Fall); Heriot (Spring).

[114S] Traditional Societies in a Modern World. Response and reaction of tribal and peasant peoples to world capitalist development. Topics include the international division of labor, literacy, colonialism, ethnicity, nationalism, and cultural survival. Not open to students who have taken 113. Maximum enrollment in each section, 40.

115F Introduction to Prehistory. An introduction to the fundamentals of archaeology, with emphasis on evolutionary principles. Topics include a review of archaeological field methods such as sampling, survey, and excavation, and analytic methods such as dating, typology, and formation processes. Not open to students who have taken 107 (185). Maximum enrollment, 40. Beck.

200S Semantics and Pragmatics. For full description, see Linguistics 200. (Writing-intensive.) Linguistics 100 recommended. Maximum enrollment, 20. Farnell.

[208F] The Pacific Islands. Western impact and responses of indigenous peoples of Polynesia, Melanesia, and Micronesia. Origin and migration of Pacific peoples, human adaptation to island ecology, cultural diversity, colonialism and independence, cultural change and survival. Prerequisite, 113 or 114, or consent of instructor. (Next offered 1992-93.)

[221S] Evolution of Economy and Society. An introduction to theories of economic development and social change with special reference to tribal and peasant cultures. Topics include precapitalist modes of production, circulation of goods and women, forms of property rights, and socially necessary consumption. Prerequisite, 113 or 114, or consent of instructor. (Next offered 1992-93.)

224S Peoples of Island Southeast Asia. A study of peoples and cultures of island Southeast Asia, with an emphasis on syncretic traditions in Malaysia, Indonesia, and the Philippines. Prerequisite, 113 or 114, or consent of instructor. (Offered in alternate years.) Maximum enrollment, 40. Raybeck.

225S Phonetics and Phonology: The Analysis of Sound. For full description, see Linguistics 225. Maximum enrollment, 12. Farnell.

241F Native North Americans. Origins and evolution of Native North American cultures. Emphasis on cultures at time of contact and on relationships between native populations and Europeans, including discussion of current problems. (Writing-intensive.) Prerequisite, 113 or 114, or consent of instructor. Maximum enrollment, 20. Beck.

[243S] North American Prehistory. The history of Native American cultural development north of the Rio Grande prior to European contact. Topics include the timing and effects of human entry into North America, ice-age adaptations, plant and animal domestication, agriculture and beginnings of complex societies. Prerequisite, 107 (185) or 115, or consent of instructor. (Offered in alternate years.)

[244F] Language, Self, and Society. For full description, see Linguistics 244. (Offered in alternate years.)

[247S] Sociolinguistic Constructions of the Hispanic. For full description, see Linguistics 247. Linguistics 100 recommended, or consent of instructor. Open to sophomores, juniors, and seniors only. (Offered in alternate years.)

250F Investigations in Culture. How to study human social behavior in natural (non-experimental) settings; ethical issues in the study of human subjects and their artifacts; learning to observe; eliciting information from others; naming and classifying objects, actions, and ideas; unobtrusive measures; learning to count behavior; elementary social and cultural analysis combining qualities and quantities. Field laboratory. Prerequisite, 107 (185) or 115, 113 or 114, or consent of the Department. Maximum enrollment, 20. The Department.

251F Language, Culture, and Performance. For full description, see Linguistics 251. (Offered in alternate years.) Farnell.

[254S] Gender Roles in Comparative Perspective. An examination of gender roles from the cross-cultural perspective of anthropology. Comparison of the physiological and psychological evidence for gender differences with the social classifications of gender differences. Socialization, family roles, and the allocation of power within gender roles. Prerequisite, 113 or 114, or consent of instructor. (Offered in alternate years.)

[258S] Nonverbal Communication and Social Interaction. Description and analysis of subtle social structuring underlying social interaction. The relevance of kinesics and proxemics for the study of covert aspects of social behavior. Development of students' observational skills in laboratory and occasional field trips. Prerequisite, 113 or 114, or Psychology 101, or consent of instructor. (Same as Rhetoric and Communication 258.) (Offered in alternate years.) Maximum enrollment, 30.

[272F] Material Life, Work, and Consciousness. An anthropological perspective on middle-class American culture. Topics include the impact of technology on work and leisure, traditional and modern sports, and the relationships among culture, consumption, and advertising. Maximum enrollment, 40.

275S Native American Languages and Cultures. For full description, see Linguistics 275. (Writing-intensive.) Maximum enrollment, 20. Farnell.

[280Su] Summer Archaeological Field Course. A six- to eight-week intensive introduction to archaeological field methods held in the eastern Nevada desert. Excavation, survey, and mapping of prehistoric hunter-gatherer sites in basin and upland habitats. Prerequisite, 107 (185) or 115 and consent of instructor. Two-credit course, of which one may be counted toward the concentration. Extra cost. Maximum enrollment, 12; minimum, 8. (Next offered Summer 1993.)

[285F] Culture and Environment. A cross-cultural examination of humanity's place in the ecosystem, with emphasis on principles of evolutionary ecology and ecological models of subsistence, technology, population, and conflict. Prerequisite, 113 or 114. (Next offered 1992-93.)

295S Anthropology of Deviance. An examination of deviance in cross-cultural perspective. Formal and informal sanctions in state and non-state societies. Comparative theoretical approaches to deviance, including functionalist, conflict, control, and labeling theories. Prerequisite, 113 or 114, or consent of instructor. Maximum enrollment, 40. Raybeck.

[301S] Culture and Time. The analysis of time in a cross-cultural perspective: circadian and other natural rhythms; differing perceptions of time; development of time concepts in Western and non-Western cultures; time-reckoning systems and their functions. (Writing-intensive.) Prerequisite, 113 or 114 and junior or senior standing, or consent of instructor. Maximum enrollment, 20.

305S Cross-Cultural Religious Experience. Cultural and linguistic perspectives on religion. Topics include rationality and relativism; witchcraft; trance states; mysticism; ritual language; born-again experience. (Writing-intensive.) Prerequisite, 113, or one course in Religion or Philosophy, or consent of instructor. Maximum enrollment, 20. Heriot.

325F Analytic Methods in Archaeology. A survey of analytic techniques central to archaeological and paleoecological interpretation. Laboratory performance of artifact analysis and classification, chemical and mechanical procedures for sediment analysis, faunal and floral identification, computer-aided data management, and statistical analysis. Three hours of class and three hours of laboratory. Prerequisite, 107 (185) or 115, or consent of instructor. Maximum enrollment, 8. Beck and Jones.

[333S] Psychological Anthropology. A survey of psychological problems in a cross-cultural context. The role of psychological processes in the formation, maintenance, and change of social and cultural systems. The relationship between personality and culture, the varying ways in which culture and language influence social and environmental perceptions, and the nature-nurture argument. Prerequisite, 113 or 114, a psychology course, and junior or senior standing; or consent of instructor. (Offered in alternate years.)

334S Method and Theory in Archaeology. An examination of modern methodological and theoretical approaches and problems in American archaeology. Sampling, research design, and typology; reconstruction of social organization; history of the discipline. Prerequisite, 107 (185) or 115, and 113 or 114. (Offered in alternate years.) Maximum enrollment, 12. Beck and Jones.

358F Theory and Controversy in Anthropology. A consideration of major paradigms in anthropology from the nineteenth century to the present. The influence of various theoretical perspectives on ethnographic description and analysis. Current issues in the study of social organization and culture. Prerequisite, 113 or 114, or consent of instructor. Heriot.

540F Senior Project. Options for the fulfillment of the Senior Project include a reading program in anthropological classics, a research paper, and a research proposal. Prerequisite, 358. The Department.

560F,S Honors Thesis. A thesis supervised by at least one member of the Department. The Department.

Arabic

See Critical Languages.

Art

Faculty
John McEnroe, *Chair*
Rand Carter
Elizabeth Childs-Johnson
Laurie Gant
Louanne Getty
David Lewis
Robert Muirhead (S)
Robert Palusky
Deborah Pokinski
William Salzillo

Special Appointments
Margaret Brenner
John Loy
Scott MacDonald

The Art Department offers concentrations in both the History of Art and Studio Art. Since 104 and 150 are basic courses, prerequisite to many others, they should be taken by the end of the sophomore year.

History of Art

A concentration in the History of Art consists of 104 and 150 and eight additional courses, including either 261, 266 or 270; 282; 285; either 292 or 293; three electives (one of which may be a second Studio Art course); and a seminar taken during the senior year. The Senior Project in the History of Art includes an oral presentation before the Department for its evaluation of an extensive research paper prepared in connection with the senior-year seminar. A complete description of the Senior Project is available in List 111. Honors in the History of Art will be awarded on the basis of the cumulative average in course work and distinguished achievement on the senior-year seminar paper, or distinguished achievement on the Senior Project. A minor in the History of Art consists of 104, 150, and three additional courses in the History of Art including at least one pre-modern course. Students planning to apply for graduate studies in the History of Art are advised to acquire or consolidate a fluency in at least one modern foreign and one ancient language.

Studio Art

A concentration in Studio Art consists of 104 and 150; at least one additional course in the History of Art; and seven additional Studio Art courses including one in each of the following categories:

1) Painting and Printmaking
2) Ceramics and Sculpture
3) Photography and Video

and a minimum of one workshop. Honors in Studio Art will be awarded on the basis of the cumulative average in course work and distinguished performance in 501-502 (Senior Project), which is required of all Studio

Art concentrators. A complete description of the Senior Project is available in List 111. A minor in Studio Art consists of 104, 150, and three additional Studio Art courses at the 200 level or above. Students interested in preparing for a professional school of architecture should consult with Professor Carter as early as possible.

History of Art

150F,S Introduction to the History of Art. The role of works of art in intellectual history. Readings on the broad historical background; class discussion of representative examples from various civilizations in an effort to gain fluency in reading and comprehending visual forms. Not open to second-semester seniors. Maximum enrollment in each section, 40. The Department.

190F Language of Film. Introductory survey of the development of the grammar of film. Screenings, lectures, and readings exploring history, theory, and aesthetic principles of film. Students' papers based on screenings. Four hours. MacDonald.

[250F] Women in the History of Art. An examination of several art historical issues from the point of view of gender—imagery, artists' training, patronage, cultural values, the writing of the history of art. Prerequisite, 150. (Offered every third year.) Maximum enrollment, 20.

252F East Asian Art. A survey of the art of India, China, Korea, and Japan. Maximum enrollment, 40. Childs-Johnson.

259S American Art. Painting and architecture in North America, particularly the area within the present political boundaries of the United States, from the period of European colonization to the 1913 Armory Show. Prerequisite, 150 or one course in American history. Maximum enrollment, 20. Lewis.

261F Ancient Art. The art of Egypt, Mesopotamia, Crete, Greece, and Rome in relation to the philosophical, religious, literary, and political concepts of the times. (Offered in alternate years.) McEnroe.

[266S] Art of the Islamic World. The Near and Middle Eastern origins, the classical inheritance, and the eastern and western diffusion of Islamic civilization. (Offered in alternate years.)

270S Medieval Art. Study of the Early Christian and Byzantine tradition, as well as the development in Western Europe from Hiberno-Saxon art through the Carolingian, Ottonian, Romanesque, and Gothic periods. Prerequisite, 150 or consent of instructor. McEnroe.

282F The Renaissance. The stylistic development of Renaissance art, from its roots in the fourteenth century to its Mannerist phase in the sixteenth century. Prerequisite, 150 or consent of instructor. McEnroe.

285S Seventeenth and Eighteenth Century Art. The origins of the Baroque in Rome, its dissemination throughout Europe and its overseas dominions, and the late Baroque and Rococo transformation. Emphasis on major figures such as Caravaggio, Rubens, Bernini, Velazquez, Vermeer, and Watteau. Prerequisite, 150. Carter.

291S Architecture and the Environment. A critical and historical introduction to the study of human intervention in the environment, considering such issues as the alleviation of biological and psychological stress through architectural design, social purpose, and formal significance. Individual buildings examined in relation to their urban and natural context. Not open to first-year students. Carter.

[292S] Modern Architecture: 1750 to the Present. The origins of an essentially modern attitude toward architecture during the late eighteenth century and its development in the nineteenth and twentieth centuries. Prerequisite, 291.

293F Nineteenth and Twentieth Century Painting and Sculpture. Analysis of the style, subject matter, and content of particular works of art, and discussion of their relationship to the intellectual, political, industrial, economic, social and sexual revolutions of the past 200 years. Prerequisite, 150. Maximum enrollment, 40. Lewis.

354F Art of China. Architecture, sculpture, painting, and calligraphy in China from the late neolithic period to the present. Prerequisite, 252 or consent of instructor. Childs-Johnson.

[359S] American Architecture. A brief outline of architecture, planning, and design in the Americas before Columbus, followed by a fuller discussion of the period of European colonization and the era of political independence. Emphasis on the area within the present political boundaries of the United States before the Civil War. Field trips to accessible sites. Prerequisite, 285 or 291.

[361F] Seminar in Ancient Art. Selected topics in Near Eastern, Greek, and Roman art. (Writing-intensive.) Prerequisite, 261. Maximum enrollment, 12.

[380F] Seminar in Renaissance Art. The artist and the patron in high Renaissance Italy. (Writing-intensive.) Prerequisite, 282. Maximum enrollment, 12.

[390S] Seminar in Decorative Arts. Study of style and social function in the arts of design, with special emphasis on furniture. Visits to public and private collections. (Writing-intensive.) Prerequisite, 285. (Offered in alternate years.) Maximum enrollment, 12.

391F Seminar in Neo-Classicism. Art around 1800 seen as a watershed between Renaissance Humanism and modernism. Topics include the

reinvesting of old forms with new meanings, the revaluation of myth and symbol, the aesthetic dilemma of industrialization, and archaeology and the romanticization of the past and future. Prerequisite, 285. (Offered in alternate years.) Maximum enrollment, 12. Carter.

397S Seminar in Modern Art. Study of modernism in the visual arts, from its development in the late nineteenth century with artists such as Cassatt, Degas and Manet to the present. The transition from truth to nature to truth to art, the role of the avant-garde and the artist as hero or prophet, the relationship between modern art and modern culture, modernist definitions of art, the impact of the art market, and the death of modernism. A final research paper. (Writing-intensive.) Prerequisite, 293. Open to juniors and seniors only. Maximum enrollment, 12. Lewis.

Studio Art

104F,S Drawing I. Study of the basic elements of drawing, including line, texture, mass, and composition. Students work from the model during class time, do outside assignments, and participate in group criticism. Four hours of studio. Maximum enrollment in each section, 25. The Department.

201F Design. Introduction to the visual language in two and three dimensions. A series of projects exploring basic formal and expressive elements, color, composition, space and time relationships, and structural stress. Four hours of studio. Maximum enrollment in each section, 25. Muirhead.

203F,S Painting I. Introduction to the study of the methods and techniques of oil painting with emphasis on still-life, figures, and landscape. Four hours of studio. Maximum enrollment, 20. Salzillo.

206F,S Ceramics I. Introduction to three-dimensional design concepts related to ceramics. Emphasis on a series of projects followed by group criticism and technical aspects of ceramics. Four hours of studio. Maximum enrollment, 18. Palusky.

208F,S Pottery. Concentration on the technical and aesthetic concerns of functional and sculptural aspects of pottery. Emphasis on porcelain and stoneware, use of the potter's wheel, and high-fired glaze technology. Four hours of studio. Prerequisite, 206. Maximum enrollment, 10. Palusky.

209F,S Sculpture I. Basic methods course dealing with problems of form, technique, and concept. Explores sculptural possibilities of traditional and non-traditional materials and techniques. Journal-keeping. Group critiques. Four hours of studio. Maximum enrollment, 10. Getty.

212F,S Photography I. Fundamentals of developing, printing, enlarging, and other basic procedures, including use of cameras. Overcoming of technical difficulties; development of personal style. Additional emphasis on

reviewing aesthetic traditions. Critiques of student work. Four hours of studio. Maximum enrollment, 18. Gant.

213F Video I. Fundamental techniques and procedures for videography. Study of camera work, editing, and limited sound productions. Individual and group critiques of student work. Maximum enrollment, 12. Gant.

[214S] Studies in Selected Media. A course to give the student experience in a single method or technique not normally offered in the curriculum. Prerequisite, 104. Maximum enrollment, 15.

235F Intaglio Printmaking. Study in the process of intaglio printmaking, including etching, engraving, dry point, and hard and soft ground techniques. Students expected to participate in group criticism. May be repeated for credit at increasingly advanced levels. Four hours of studio. Prerequisite, 104. Maximum enrollment, 18. Muirhead.

243F Photography II. Further investigation of the photographic process through use of a variety of techniques. Includes advanced black and white techniques and the introduction and practice of color photography and alternative processes. Introductory study and investigation of the history of photography. Four hours of studio. Prerequisite, 212. Maximum enrollment, 18. Gant.

302S Photography Workshop. Advanced study and research in photography. Emphasis on the further development of a personal vision in the photographic medium. May be repeated for credit at increasingly advanced levels. Four hours of studio. Prerequisite, 243. Maximum enrollment, 18. Gant.

304S Painting Workshop. Advanced problems in figure painting. Focuses on anatomy, portraiture, and the figure in the environment. Four hours of studio. Prerequisite, 203. Maximum enrollment, 18. Salzillo.

[305F] Drawing Workshop. Inventive drawing in various media. Techniques and issues related to *trompe l'oeil*, photographic, thematic, and serial formats. Four hours of studio. Prerequisite, 104. Maximum enrollment, 18.

308F Sculpture Workshop. Advanced study of traditional and nontraditional materials and techniques. Emphasis on sculpture as a vehicle for personal statement. Group critiques. May be repeated for credit at increasingly advanced levels. Four hours of studio. Prerequisite, 209. Maximum enrollment, 10. Getty.

311S Ceramics Workshop. Introduction to more primitive techniques of low fire ceramics. Course may cover pit fire, raku, or whiteware. Emphasis on design problems and group criticism. May be repeated for credit at increasingly advanced levels. Four hours of studio. Prerequisite, 206. Maximum enrollment, 18. Palusky.

[313S] Video Workshop. Further investigation of videography. Study of narrative and abstract theories, involving individual video productions. May be repeated for credit at increasingly advanced levels. Four hours of studio. Prerequisite, 213. Maximum enrollment, 12.

501-502 Senior Project. A two-term course during which the Studio Art concentrator will prepare an exhibition of his or her work. Required of Studio Art candidates for departmental honors. Students who are not honor candidates must have consent of the Department. The Department.

Asian Studies

A concentration in Asian Studies consists of ten courses, including an introductory core course, chosen from either Chinese 150, History 105, or Religion 105; completion of language work in Chinese or Japanese to the 140 level; three courses from one area among Areas II-IV; three electives, at least two of which are to be chosen from the remaining areas; and 550. Appropriate courses taken in overseas programs, with the permission of the Chair of the Asian Studies Program Committee, may be counted toward the three electives in the concentration. Honors in Asian Studies will be awarded to concentrators who complete 550 with distinction. A complete description of the Senior Project is available in Christian A. Johnson 218. A minor in Asian Studies consists of five courses as approved by the Chair.

Students interested in Asian Studies should consult with the Chair, Professor Jay G. Williams (Religion), or another member of the Committee, which for 1991-92 consists of Professors Russell Blackwood (Philosophy), Elizabeth Childs-Johnson (Art), Hong Gang Jin (Chinese), Cheng Li (Government), Douglas Raybeck (Anthropology), Victoria Vernon (Comparative Literature), and Thomas Wilson (History).

550F,S Senior Project. An interdisciplinary research project culminating in a paper to be approved by a committee of at least two faculty members of the program in Asian Studies from separate departments, selected by the student in consultation with his or her academic advisor. The Committee.

Area I: Language

Chinese

110F First Term Chinese
120S Second Term Chinese
130F Third Term Chinese
140S Fourth Term Chinese
200F Advanced Chinese I
220S Advanced Chinese II
300F Advanced Chinese III
320S Advanced Chinese IV

Japanese

110F First Term Japanese
120S Second Term Japanese
130F Third Term Japanese
140S Fourth Term Japanese
200F Advanced Japanese I
220S Advanced Japanese II

Area II: Philosophy and Religion

History

[360F] Topics in East Asian History

Philosophy

315F Islamic Thought
[325F] Hindu and Buddhist Thought

Religion

105F Origins
[243S] Chinese Religion and Thought
255S Religion in Manifestation and Essence
365F The World of Zen
[385F] Mahayana Buddhism
405S Seminar in Asian Religions

Area III: History and Social Science

Anthropology

224S Peoples of Island Southeast Asia

Economics

[240] Political Economy of the Middle East

Government

211S Politics in China
[212S] Politics in Japan
243S China's Cultural Revolution

History

270F Cultural and Political Traditions of Japan
272S Modern Japan: 1600 to the Present
[280F] Cultural and Political Traditions of China
[285S] Modern China: 1644 to the Present

Area IV: Asian Culture: Literature and the Arts

Art

252F East Asian Art
354F Art of China

Chinese

[150F] Introduction to Chinese Culture, Society, and Language
201S Selected Readings in Post-Cultural Revolution Literature in Translation

Comparative Literature

215S	Traditional Forms of Japanese Literature
[216F]	Modern Japanese Literature
[224S]	Modern Japanese and Chinese Women Writers
[257S]	Japanese Literature and Film
[325S]	Images of Otherness in East-West Literary Relations

English

226S	Modern Indo-Anglian Writers

History

105S	Introduction to East Asian Cultures: China and Japan
338F	Topics in Chinese History

Music

154F	Music of the World's People

Religion

[265S]	Music as an Expression of Religion

Astronomy

See Physics.

Biochemistry/Molecular Biology

The Departments of Biology and Chemistry offer an interdisciplinary concentration in Biochemistry/Molecular Biology. The concentration consists of twelve courses (11.5 credits), which must include 333; Biology 110, 210, 225, and 446; Chemistry 111 and 112 (or 141 and 142), 223-224; and one course chosen from among 436, Biology 336, Biology 448, and Chemistry 334. Certain courses in Mathematics and Physics are prerequisites for 333. Senior concentrators must take 550 and 551 to satisfy the Senior Thesis requirement. A complete description of the Senior Project is available from the Departments. Honors in Biochemistry/Molecular Biology will be based on excellence in course work and on the Senior Thesis. The concentration is administered by Professors Jinnie Garrett (Biology) and David Wasserman (Chemistry).

333F Physical Chemistry I. For full description, see Chemistry 333. Three hours of class and three hours of laboratory. Prerequisite, Chemistry 112 or 142, Physics 101-102 or 192, and Mathematics 114 (may be taken concurrently with consent of instructor). Raiche.

[436S] Biophysical Chemistry. For full description, see Chemistry 436. Three hours of class and three hours of laboratory. Prerequisite, 333.

550F,S Senior Thesis I. A research project carried out in association with a faculty member. One-half course credit. Must be approved by April of the junior year. The Departments.

551F,S Senior Thesis II. A research project carried out in association with a faculty member. Includes written and oral presentation. Prerequisite, 550. The Departments.

Biology

Faculty

David A. Gapp, *Chair*
Thomas E. Brady (FS)
Esteban L. Cuebas-Incle
Jinnie M. Garrett
Anne K. McGrain
Sue Ann Miller
Susan D. Morgan
William A. Pfitsch
Ernest H. Williams

Special Appointment

Kenneth M. Bart

A concentration in Biology consists of nine courses, which must include 110, 210, 225, 550, and at least one additional course at the 300 level or above. Guidelines for the Senior Thesis (550) are available from the Chair of the Department. In addition, concentrators must take Chemistry 112 or 142. A course of study taken at a field station and approved beforehand may be substituted as one course in the concentration or in the minor. Students preparing for graduate studies in biology should take at least one year each of calculus, organic chemistry, and physics, and should have knowledge of a foreign language and computing. Departmental honors will be determined on the basis of distinguished achievement in course work and in the Senior Thesis. A minor in Biology consists of five courses, which must include 225 and at least one course at the 300 level or higher.

101S Principles of Biology. Examination of the principles of life, from the molecular to the population level. Three hours of class and three hours of laboratory. Does not require a background in science. May not be counted toward the concentration or the minor. Cuebas-Incle.

[108S] Molecular Biology Today. Discussion of the revolution in molecular biology that has led to recent advances in medicine and agriculture. Focus on the historical, social, philosophical, ethical, and personal aspects of scientific research. Does not require a background in science. May not be counted toward the concentration or the minor. (Next offered 1992-93.)

110F General Biology: Physiology and Ecology. An introduction to biology. The structure and function of plants and animals, the diversity of living organisms, and the ecology of populations and communities. Three hours of class and three hours of laboratory. Gapp, Pfitsch, and Williams.

[120F] Female Biology. A consideration of some basic biological concepts and topics as they relate to females. Three hours of class includes some laboratory and discussion. May not be counted toward the concentration or the minor. (Next offered 1992-93.) Maximum enrollment, 15.

134S Biology of Reproduction. Physiology and endocrinology of vertebrate reproductive systems; emphasis on hormonal regulation of human reproduction, including pregnancy and parturition. May not be counted toward the concentration or the minor. Maximum enrollment, 20. Gapp.

140S Natural History of New York Plants. An introduction to the study of plants. Exploration of the environmental, biological, and historical factors influencing plant distribution. Field trips on identification of local flora. One and one-half hours of class and three hours of field or laboratory exercises. May not be counted toward the concentration or the minor. Pfitsch.

210S General Biology: Cell Chemistry and Structure. The process of evolution and the molecular and cellular basis of biological organization. Three hours of class and three hours of laboratory. Prerequisite, 110 or consent of instructor. McGrain, Morgan, and Williams.

221F Microbiology. Introduction to the microbial world with an emphasis on prokaryotes. Discussion of genetics, morphology, metabolism and ecology of microorganisms. Basic microbiological techniques including isolation, cultivation, and identification of microbes. Three hours of class and three hours of laboratory. Prerequisite, 210. Maximum enrollment, 12. Morgan.

222S Vertebrate Organization. Gross and micro-organization of vertebrate bodies and tissues put into an analytical, functional, comparative, and historical perspective. Mammalian organization emphasized. Three hours of class and three hours of laboratory. Prerequisite, 110. Miller.

225F General Biology: Genetics and Development. The basic principles of genetics and development in a variety of organisms. Consideration of the mechanisms of inheritance, differentiation, and morphogenesis. Three hours of class and three hours of laboratory. Prerequisite, 210. Garrett and Miller.

[228] Invertebrate Zoology. An introduction to multicellular invertebrate organisms, with emphasis on diversity, structure and function, ecology, and evolution. Three hours of class and three hours of laboratory. Prerequisite, 110.

229S Society and the Environment. An introduction to environmental science, with attention to understanding sources and ramifications of human abuse of the environment. Several current environmental problems examined within historical, sociological, economic, and biological contexts. May not be counted toward the concentration or the minor. Maximum enrollment, 40. Cuebas-Incle.

[235F] Natural History of the Tropics. A study of plant and animal adaptation to life in various tropical habitats, including barrier reef, mangrove estuary, rain forest, savannah, desert, and montane forest. One hour of class. Field trip to Belize, Guatemala, and the sub-Tehuantepec region of Mexico. Prerequisite, consent of instructor. Extra cost. May not be counted toward the concentration or the minor. Maximum enrollment, 10; minimum, 8.

[240F] Ecology of the Desert and Shore. A study of plant and animal adaptation to life in the desert and to the shore adjacent to the desert. One hour of class and required January field trip to the Chihuahuan and Sonoran deserts of northern Mexico and to the coast along the Gulf of California. Prerequisite, consent of instructor. Extra cost. May not be counted toward the concentration or the minor. Maximum enrollment, 10; minimum, 8.

289F Entomology. An introduction to the study of insects. Emphasis on the biology and ecology of insects, together with their impact on human health, welfare and profit. Three hours of class and three hours of laboratory or field trips. Prerequisite, 110. Maximum enrollment, 8. Cuebas-Incle.

310F Biology of Disease. The biological and ecological factors that result in the diseased condition. Botanical and zoological examples, together with human diseases such as AIDS to illustrate basic concepts of pathology, parasitology, and epidemiology. Prerequisite, 110 or consent of instructor. Cuebas-Incle.

331S Vertebrate Physiology. Fundamentals of vertebrate physiology, emphasizing the functional and homeostatic controls that regulate nerve and muscle tissue, and the cardiovascular, respiratory, renal, and endocrine systems. (Writing-intensive.) Three hours of class and three hours of laboratory. Prerequisite, 110. Maximum enrollment, 20. Gapp.

333F Vertebrate Development. Vertebrate embryogenesis considered in the context of contemporary developmental biology. Laboratory emphasis on mammalian and avian developmental anatomy supplemented with selected projects and observation of live embryos. Three hours of class and three hours of laboratory. Prerequisite, 110. Miller.

336F Cell and Molecular Biology. A study of the structure and function of the major cellular organelles. Three hours of class and three hours of laboratory. Prerequisite, 225. Maximum enrollment, 10. McGrain.

337F Ecology. The relationships among living organisms and the environment, population growth and regulation, interspecific interactions, community and ecosystem structure and function, and biogeography. Three hours of class and three hours of laboratory or field exercises. Prerequisite, 110. Pfitsch and Williams.

340S Plant Physiology. The physiology of flowering plants. Includes plant growth and development, photosynthesis, mineral nutrition, water relations, and stress physiology. Three hours of class and three hours of laboratory. Prerequisite, 210. Pfitsch.

349F Transmission Electron Microscopy. The preparation of electron micrographs in the study of the cellular level of biological organization. Prerequisite, four laboratory courses in biology. Maximum enrollment, 6. Bart.

350S Scanning Electron Microscopy. Theory, practice, and application of the scanning electron microscope to selected projects. One-half course credit. Prerequisite, two laboratory courses in science. Open to juniors and seniors only. May not be counted toward the concentration or the minor. Maximum enrollment, 6. Bart.

[360S] General and Molecular Genetics. A study of genetics, including fundamental principles derived from classical genetics and recent developments in molecular genetics that form the basis of today's biotechnology. Three hours of lecture and three hours of laboratory. Prerequisite, 225. (Next offered 1992-93.)

[440F] Seminar in Plant Development. Examination of the recent literature on embryo structure and the regulation of embryo development of angiosperms. Open to juniors and seniors only. Maximum enrollment, 12.

441S Seminar in Evolutionary Biology. Examination of natural selection, the evolution of behavior, genetic variability, molecular evolution, speciation, and macroevolution. Discussion of readings from the literature. (Writing-intensive.) Prerequisite, 225 or consent of instructor. Maximum enrollment, 12. Williams.

444F Vertebrate Endocrinology. An integrative approach to the endocrine systems that regulate growth, metabolism, electrolyte balance, and reproduction; cellular and molecular aspects of hormone secretion and hormone action emphasized. Three hours of class and three hours of laboratory. Prerequisite, 331 or consent of instructor. Gapp.

446S Biochemistry. An advanced course in the chemistry of living systems. Topics include chemical composition of life; biophysics and biochemistry of macromolecules, including proteins, nucleic acids, carbohydrates, and lipids; energy acquisition; and macromolecular synthesis and assembly. Three hours of lecture and three hours of laboratory. Prerequisite, 210 and Chemistry 223. Morgan.

448S Molecular Genetics. A study of the recent advances made in molecular genetics that form the basis of today's biotechnology, including DNA manipulation, analysis of mutations, gene expression and genetic exchange in pro- and eukaryotes. Three hours of lecture and one hour of discussion. Prerequisite, 225. Garrett.

550F Senior Thesis. A research project carried out in association with a faculty member. Prerequisite, acceptance by the Department of a written proposal submitted in the spring of the junior year. One and one-half credits. The Department.

Chemistry

Faculty

Leland E. Cratty, *Acting Chair*
Karen S. Brewer
Patricia Earl
Robin B. Kinnel (FS)
George A. Raiche
David J. Wasserman

A concentration in Chemistry consists of 11 courses, which must include 223-224, 333, 334, 351-352, 551, and two courses chosen from 337, 340, 423, 436, 442, and 448. Students may count Biology 446 toward the concentration. Certain courses in Mathematics and Physics are prerequisite for 333. At least two semesters of a foreign language, preferably German or Russian, and one semester of Computer Science are strongly recommended for concentrators. A Senior Project (551) is required of all concentrators. A more complete description of the Senior Project is available from the departmental office. Students who are candidates for departmental honors are encouraged to complete two terms of the Senior Project (551 and 552). A minor in Chemistry consists of five courses, which must include 223-224 and 333.

Those students who are interested in a program leading to a degree certified by the American Chemical Society should consult with the Department as early as possible.

[100S] Environment, Technology, and Chemistry. An exploration of chemical topics of current interest and their relationship to chemical principles. Nuclear and radiochemistry, food and nutrition, drugs and drug therapy, environmental chemistry. Intended for students who do not plan to take more chemistry. Not open to students who have had a course in college chemistry.

111F General Chemistry I. An introductory study of fundamental concepts and principles of chemistry with selected applications. The laboratory emphasizes quantitative measurement and analysis. Three hours of class and three hours of laboratory. Brewer.

112S General Chemistry II. A further study of fundamental principles and applications. The laboratory includes an introduction to inorganic qualitative analysis. Three hours of class and three hours of laboratory. Prerequisite, 111. Earl.

141F Inorganic Chemistry. The systematic chemistry of elements other than carbon. The periodic nature of chemical and physical properties of selected main group and transition group elements. Laboratory includes synthesis, characterization, and analysis of inorganic compounds. Three hours of class and three hours of laboratory. Prerequisite, 111 or equivalent. Cratty.

142S Analytical Chemistry. A study of fundamental concepts and principles of chemistry, with emphasis on their application in classical

quantitative analysis. Three hours of class and three hours of laboratory. Prerequisite, 111 or 141. Cratty.

223F-224S Organic Chemistry. Study of the reactions of carbon compounds from both a mechanistic and a synthetic point of view. Emphasis on the prediction of a compound's reactivity from its structure. Three hours of class and four hours of laboratory. Prerequisite, 112 or 142. 224 may not be taken as a separate course. Wasserman.

333F Physical Chemistry I. Principles of thermodynamics and their application to closed and open systems, phase and chemical equilibria, thermodynamics of solutions, electrochemistry, kinetic theory, and transport processes. Prerequisite, 112 or 142, Physics 101-102 or 192, and Mathematics 114 (may be taken concurrently with consent of instructor). (Same as Biochemistry/Molecular Biology 333.) Raiche.

334S Physical Chemistry II. Elementary quantum theory, atomic and molecular structure and spectroscopy, statistical thermodynamics, chemical dynamics. Prerequisite, 333. Raiche.

337F Advanced Organic Chemistry I. Further work in spectroscopy, with emphasis on nuclear magnetic resonance, mass spectrometry and ultraviolet spectrometry; structure proof of organic molecules with examples chosen from natural products chemistry. Prerequisite, 224. Wasserman.

340S Advanced Organic Chemistry II. Study of the techniques and theoretical framework used to investigate mechanisms of organic chemical reactions. Topics include molecular orbital theory and orbital symmetry, thermochemistry, kinetics and linear free energy relationships. Prerequisite, 333. Wasserman.

351F-352S Laboratory Techniques. Development of laboratory skills in all areas of chemistry through structured laboratory exercises. Use of instrumental techniques, approaches to synthesis, handling of air- and water-sensitive compounds, introduction to modern analytical methods with an emphasis on physical measurements. (351 is writing-intensive.) Six hours of laboratory and one hour of class. Prerequisite, 224; 333-334 should be taken concurrently. 352 may not be taken as a separate course. Maximum enrollment, 20. The Department.

400F,S Chemistry Seminar. Participation in a weekly seminar which involves guest lectures, faculty and student presentations, and an introduction to the chemical literature. Required of senior concentrators. One-half course credit for the year's work. Maximum enrollment, 12. The Department.

423F Advanced Inorganic Chemistry I. Study of organometallic chemistry, bioinorganic chemistry, and the chemistry of inorganic polymers. Emphasis on the mechanisms of inorganic reactions. Prerequisite, 334. Brewer.

[436S] Biophysical Chemistry. A study of physical chemical forces and interactions that determine structures, functions and behavior of proteins and other macromolecules. Discussion of spectroscopic and other physical techniques employed in studying macromolecular structures and properties. Prerequisite, 333. (Same as Biochemistry/Molecular Biology 436.)

442S Advanced Inorganic Chemistry II. A consideration of theories of chemical bonding, modern coordination chemistry, and related subjects. Prerequisite, 334. Cratty.

448S Contemporary Physical Chemistry. A sampling of the current ideas, techniques, and applications of physical chemistry. Topics include molecular beam, laser, and ultrafast techniques applied to reaction dynamics; advanced models of chemical kinetics and energy transfer; and applications to environmentally important atmospheric and combustion studies. Readings from the primary scientific literature. Prerequisite, 334. Raiche.

551F–552S Senior Project. An intensive library and laboratory research project culminating in a thesis. Includes participation in 400. Candidates for honors should elect both 551 and 552. Prerequisite, 352. The Department.

Chinese

See East Asian Languages and Literature.

Classics

Faculty
Barbara K. Gold, *Chair*
Shelley P. Haley
Carl A. Rubino

Classics is the study of the languages and civilizations of ancient Greece and Rome, as well as of related civilizations, both ancient and modern. The department offers courses in ancient Greek and Latin and also in Classical Studies, where no knowledge of Latin or Greek is required. Students wishing to concentrate or minor in Classics may take one of two directions.

A concentration in Classics-Languages emphasizes work in Latin and Greek. It requires a minimum of four courses, at least two of which must be beyond the 200 level, in one of the two languages, and a minimum of three courses, at least one of which must be at or beyond the 200 level, in the other. Also required are a minimum of two courses in Classical Studies, including 550, the Senior Program. Because the language concentration requires substantial accomplishment in both Greek and Latin, prospective concentrators entering the College with no knowledge of those languages should make an immediate start with the prerequisite 100- and 200-level courses.

A concentration in Classics-Classical Studies offers a broader study of ancient Greece and Rome with less emphasis on the languages. It requires a minimum of six courses in Classical Studies, at least four of which must be beyond the 100 level and two beyond the 200 level (including 550, the Senior Program), as well as at least one course beyond the 200 level in either Latin or Greek. Students are strongly encouraged to substitute an appropriate course from another department for one of the required Classical Studies courses: such substitutions currently include Art 261, Philosophy 201, and Religion 327.

Students concentrating in Classics are strongly encouraged to take advantage of the many excellent programs for work and study abroad, subject to the approval of their advisors and the department Chair.

Students who have earned a B + (88) average in the concentration may receive honors by doing distinguished work in the Senior Program, which is required of all concentrators. A description of the Senior Program is available in Silliman 109, the department office.

A minor in Classics-Languages requires at least two courses beyond the 200 level in Latin or Greek, as well as two courses in Classical Studies, one of which must be beyond the 100 level. Since the language minor requires advanced work in either Latin or Greek, interested students entering the College without either of those languages should make an early start with the prerequisite 100- and 200-level courses.

A minor in Classics-Classical Studies requires a minimum of five Classical Studies courses, three of which must be at or beyond the 200

level, with at least one at the 300 level. One of those courses may come from the courses in Art, Philosophy, and Religion listed above.

Students interested in an even broader study of the ancient Mediterranean world may wish to investigate the interdisciplinary program in Ancient Mediterranean Civilization, which includes but goes beyond the civilizations of ancient Greece and Rome.

Greek

110F Elementary Greek. Thorough grounding in grammatical forms, syntax, and vocabulary, along with discussion of Greek culture. Written and oral exercises. Elementary readings in the original language. Meets four times a week. Gold.

120S Elementary Greek. Further study of grammar, syntax, and vocabulary, along with discussion of Greek culture. Substantial translation of original selections from Greek authors. Prerequisite, 110 or equivalent. Rubino.

[210F] Greek Prose and Poetry. Selections from such authors as Herodotus, Plato, Xenophon, Lucian, and Homer. Systematic review of grammar. Prerequisite, 120 or equivalent. Not open to students who have taken 220. (Offered in alternate years.)

220F New Testament and Hellenistic Greek. Readings from the New Testament and other Hellenistic texts in the original Greek. Discussion of cultural background and exegetical method. Prerequisite, 120 or equivalent. Not open to students who have taken 210. (Same as Religion 220.) Humphries-Brooks.

[340S] Homer. Reading in the *Iliad* or *Odyssey.* Introduction to Homer's literary art. Political, social, and intellectual background of archaic Greece. Prerequisite, 210, 220, or equivalent. (Offered every third year; next offered 1993-94.)

350S Greek Historians. Selections from Herodotus, *The Persian War,* and Thucydides, *The Peloponnesian War.* Introduction to the origins and development of Greek historical writing. Study of major themes, historiographical principles, and styles. Prerequisite, 210, 220, or equivalent. (Offered every third year.) Gold.

[360S] Greek Drama. Selected plays read in Greek and in translation. Studies of the origins of Greek drama, both tragedy and comedy. Problems of staging, structure, and themes. Prerequisite, 210, 220, or equivalent. (Offered every third year; next offered 1992-93.)

390F Greek Reading. Readings from writers in various genres. Author read for 1991-92: to be arranged. Prerequisite, 210, 220, or equivalent. Humphries-Brooks.

Latin

110F Elementary Latin. Thorough grounding in grammatical forms, syntax, and vocabulary, along with discussion of Roman culture. Written and oral exercises. Elementary readings in the original language. Meets four times a week. Haley.

120S Elementary Latin. Further study of grammar, syntax, and vocabulary. Substantial translation from Roman authors. Prerequisite, 110 or equivalent. Gold.

210F Latin Prose and Poetry. An introduction to Latin prose and poetry, with readings from the works of major Roman authors such as Cicero, Caesar, Sallust, Plautus, Catullus, Virgil, and Ovid. Special attention to grammar review and to translation from Latin to English. Prerequisite, 120 or equivalent. Gold.

[340S] Virgil. Readings from the *Aeneid*, *Eclogues*, and *Georgics*. Emphasis on Virgil's poetic art in its social and cultural context. Prerequisite, 210 or equivalent. (Offered every third year; next offered 1993-94.)

350S Roman History. Caesar, Sallust, Livy, or Tacitus. Emphasis on historical outlook and literary merit. Study of the historians' use of sources, narrative techniques, style, and reliability. Prerequisite, 210 or equivalent. (Offered every third year.) Haley.

[360S] Lyric and Elegy. Readings from Catullus, Tibullus, Propertius, and Ovid. Emphasis on love poetry and its place in Augustan Rome. Prerequisite, 210 or equivalent. (Offered every third year; next offered 1992-1993.)

390F Latin Reading. Readings from writers in various genres. Author read for 1991-92: to be arranged. Prerequisite, 210 or equivalent. Gold.

Classical Studies

[110F] Greek Civilization. An introduction to the legacy of ancient Greece through the study of its history and literature, with some attention to philosophy as well. Stress on basic skills in the study of history. (Same as History 110.) (Next offered 1993-94.)

[120F] Roman Civilization. An introduction to the legacy of Rome through the study of its history, literature, and social structure. Stress on basic skills in the study of history. (Same as History 120.) (Next offered 1992-93.)

240F Classical Mythology. An introduction to Greek and Roman mythology through readings in translation from Homer, Hesiod, Greek tragedy, Ovid, and modern mythmakers. Focus on origins, creation myths,

Greek and Roman divinities and heroes, mystery religions, and contemporary approaches to mythology. (Same as Religion 240.) Maximum enrollment, 50. Haley.

[250S] Heroism Ancient and Modern. Readings from such ancient and modern works as Homer's *Iliad* and *Odyssey*, Virgil's *Aeneid*, Voltaire's *Candide*, and Stendahl's *Scarlet and Black*; and study of such film versions of heroic myth as *Shane*, *The Maltese Falcon*, and *Star Wars*. (Writing-intensive.) (Same as Comparative Literature 250.) (Offered in alternate years.) Maximum enrollment, 20.

260S Ethics and Politics in Ancient Greece and Rome. A study of Greek and Roman attitudes toward the question of private and public behavior, concentrating on such topics as the meaning of success, the use of power, the function of language in political life, the relationship between the individual and the state, and the role of the state in regulating behavior. Contemporary applications made. Readings from Thucydides, Plato, Aristotle, Cicero, Sallust, and Tacitus. (Writing-intensive.) (Same as Government 260 and Philosophy 260.) (Offered in alternate years.) Maximum enrollment, 20. Rubino.

340S Women in Antiquity. An examination of women's roles in the ancient world through various sources: history, archaeology, law, literature, and art. Covers the period from early Greece through classical Greece and down to Rome, and traces the shifts in attitudes during these periods. Some discussion of contemporary issues. (Writing-intensive.) (Same as Women's Studies 340.) Maximum enrollment, 20. Haley.

390F Topics in Ancient Civilization. Topic for 1991-92: Ancient Egypt. A study of ancient Egypt and its interaction with other ancient African kingdoms, including Nubia, Kush, and Punt. Examination of the area's prehistory, language, anthropological and artistic development, and social history. (Writing-intensive.) (Same as Africana Studies 390.) Maximum enrollment, 20. Haley.

417S Seminar in Christianity and Classical Culture. A study of Christianity and its surrounding culture between 100 and 400 C.E., including the relationships among Christianity and Judaism, the Greco-Roman philosophers, the governmental authorities, and other Greco-Roman religions. Readings from both Christian and non-Christian authors. Prerequisite, two courses in Ancient Mediterranean Civilization or related fields (e.g., Art, Classics, History, Philosophy, Religion), or consent of instructors. (Same as History 417 and Religion 417.) Maximum enrollment, 12. Humphries-Brooks and Miller.

550S Senior Program. Topics for 1991-92: to be arranged. Open to senior concentrators, and others by consent of instructor. Gold.

College Courses

College Courses are essentially interdisciplinary or substantially outside the continuing curriculum of any department or program. Instructors are normally regular members of the Faculty. The courses are worth one course credit and count toward graduation requirements, although it should not be assumed that a particular course will be a part of the continuing College curriculum.

College 300S The Art of the Cinema. Classic foreign and American films from the silent days to the present for viewing and analysis. Discussion of historical, aesthetic, and theoretical questions. Primary focus on how films communicate visually. Three hours of class and screenings of two films a week. Open to juniors and seniors only. Maximum enrollment, 40. Briggs.

Comparative Literature

Faculty

Nancy S. Rabinowitz, *Chair*
Peter J. Rabinowitz
Carol S. Rupprecht
Victoria V. Vernon

A concentration in Comparative Literature consists of nine courses, including five designated as Comparative Literature, two in a national literature in the original language (e.g., American, Russian, Greek), and two in either a second national literature in the original language or in Linguistics. Students pursuing the Linguistics option must complete study in a foreign language to the 140 level or equivalent. All concentrators are required to take 211 or 212, and 297, and all senior concentrators will take part in a Senior Program in which 500 (Senior Seminar) is required and 550 (Senior Project) is recommended. A complete description of the Senior Program is available in Root 106. Only one 100-level course may be counted toward the concentration. A student may count selected courses from other departments toward the concentration, subject to the restriction on 100-level courses. Please consult the departmental faculty. It is to the student's advantage to begin foreign language study early; those planning graduate work in literature are urged to take two additional courses in a national literature.

Honors in Comparative Literature will be awarded on the basis of the cumulative record of 88 or above in all courses counting toward the major, as well as distinguished performance in 550 (Senior Project).

A minor consists of five courses, including either 211, 212, or 297; two other courses designated as Comparative Literature; and two other courses in Comparative, English, or foreign literature, or Linguistics. Only two 100-level courses may be counted toward the minor.

125F Tragedy. The development of tragic drama from classical times to the present. Works by Aeschylus, Sophocles, Euripides, Shakespeare, Racine, Ibsen, Pirandello, and O'Neill. Selected readings in the theory of tragedy. (Writing-intensive.) (Offered in alternate years.) Maximum enrollment, 20. N. Rabinowitz.

141S Studies in Short Fiction. A comparative study of the uses of short fiction, including satire, tale, prose poem, short story and novella. Readings include works by Akutagawa, Baudelaire, Borges, García Márquez, Poe, Swift, Tanizaki, and Voltaire. (Writing-intensive.) Maximum enrollment, 20. Vernon.

142S Twentieth Century Fiction. An introduction to the critical analysis of literature. Readings include works by James, Proust, Kafka, Puig, Gide, Woolf, Lessing, Duras, Valenzuela, and Dinesen. (Writing-intensive.) Not open to juniors and seniors. Maximum enrollment, 20. N. Rabinowitz.

[151S] Dreams and Literature. Exploration of literary texts presented as dreams (e.g., Chaucer's "Book of the Duchess") and of the representation

of dreams within literary texts (e.g., Bao-Yu's dream in *Dream of the Red Chamber* or *The Story of the Stone*). Attention to the way meaning is constructed, or complicated, when reality, fiction, and dream intersect. Literature to include the Sumerian poem *Inanna*, the Babylonian *Gilgamesh*, and selections from the Bible, Dante, *The Romance of the Rose*, Shakespeare, Cao Xueqin, *Wuthering Heights*, *Crime and Punishment*. Some additional readings in ancient, medieval, Renaissance and modern theories about dreaming. (Writing-intensive.) (Offered in alternate years.) Maximum enrollment, 20.

152F Literature and Ethics. Study of literature as a vehicle for moral and political concerns and of the ways that literature shapes its readers. Special emphasis on popular literature, feminist and Marxist criticism, and the problems raised by censorship and pornography. Selected novels, plays, and criticism by such writers as Plato, Ibsen, Dostoyevsky, Tolstoy, Hemingway, Wright, Fleming, Spillane, Piercy, and others. (Writing-intensive.) Maximum enrollment, 20. P. Rabinowitz.

[162F] Comic Fiction. Development of comic prose forms since the eighteenth century. Includes works from Swift and Voltaire to Vonnegut and Robbins, as well as an examination of critical materials on humor and comedy. (Writing-intensive.) (Offered in alternate years.) Maximum enrollment, 20.

211S Introduction to World Literature I. Comparative study of representative texts in world literature from ancient times to the seventeenth century. Selections from sacred texts, the Bible and the Koran; verse narratives, the Sumerian *Inanna*, Virgil's *Aeneid* and Dante's *Divine Comedy*; prose narratives, Afro-Arab *Romance of Antar* and Greek romance; essays by Pico, Montaigne; ancient, medieval, and Renaissance lyric poetry; dream texts, Shakespeare's *A Midsummer Night's Dream*, Calderon de la Barca's *Life is a Dream*, Cao Xueqin's *The Dream of the Red Chamber (Story of the Stone)*. (Writing-intensive.) Maximum enrollment, 20. Rupprecht.

212F Introduction to World Literature II. Study of representative texts in world literature, beginning with the eighteenth century and including essays, poetry, novels, and short fiction by such authors as Akutagawa, Borges, Camus, Chen, Dostoyevsky, Flaubert, Habiby, Kafka, Kanai, Mann, Pirandello, Swift, and Voltaire. (Writing-intensive.) May be taken without 211. Maximum enrollment, 20. Vernon.

215S Traditional Forms of Japanese Literature. Study of prose and poetry from the classical through Edo periods, including such forms as the diary, essay, Kabuki, Noh, haiku, and the comic tale, and such authors as Murasaki, Shōnagon, Zeami, Chikamatsu, and Saikaku. (Writing-intensive.) (Offered in alternate years.) Maximum enrollment, 20. Vernon.

[216F] Modern Japanese Literature. Study of modern poetry and fiction with special attention to their relationship to the Japanese literary tradi-

tion. Readings include works by Soseki, Yosano, Kawabata, Tanizaki, Enchi, Ebuse, Mishima, and Kaiko. (Writing-intensive.) (Offered in alternate years.) Maximum enrollment, 20.

223F Literature of Imperialism. Study of nineteenth and twentieth century works that describe the great Western attempt to dominate world culture. Readings include works by Conrad, Kipling, Flaubert, Forster, Camus, Endo, and Gordimer. (Writing-intensive.) (Offered in alternate years.) Maximum enrollment, 20. Vernon.

[224S] Modern Japanese and Chinese Women Writers. Comparative study of poetry and fiction by twentieth century women writers in Japan and China. Special focus on differences in the way the woman writer defines the role of women in Japan and China, using Hong Kingston as a cultural bridge. Readings include works by Chen, Chiang, Enchi, Hayashi, and Kurahashi, as well as poetry by such early feminist poets as Yosano and Ch'iu Chin. (Writing-intensive.) (Offered in alternate years.) Maximum enrollment, 20.

227F Introduction to African-American Literature. For full description, see English 227. Prerequisite, English 150 or consent of instructor. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Odamtten.

[245S] Modern Drama and Theatre. Exploration of the literary and theatrical dimensions of plays by major nineteenth and twentieth century dramatists. Readings include works by Büchner, Ibsen, Strindberg, Chekhov, Brecht, Beckett, and others. (Writing-intensive.) Prerequisite, one course in literature or theatre, or consent of instructor. (Same as Theatre 245.) (Offered in alternate years.) Maximum enrollment, 20.

[250S] Heroism Ancient and Modern. For full description, see Classical Studies 250. (Writing-intensive.) (Offered in alternate years.) Maximum enrollment, 20.

[251F] Women Writers of the Middle Ages and the Renaissance. Intensive study of four representative "feminist" writers of the medieval and Renaissance periods: Hildegard of Bingen, Christine de Pizan, Louise Labé, and Vittoria Colonna. Emphasis on literary texts—prose, poetry, drama—but mystical, philosophical, and political writings also included. Attention to historical and cultural contexts of women's lives. (Writing-intensive.) (Same as Women's Studies 251.) (Offered in alternate years.) Maximum enrollment, 20.

[257S] Japanese Literature and Film. Study of the interaction of film and literature in creating an historical perspective on Japanese culture. Films by such masters as Kurosawa, Mizoguchi, Imamura, and literature by such authors as Saikaku, Akutagawa, Chikamatsu, and Abe. (Offered in alternate years.) Maximum enrollment, 30.

258S Opera. Study of literary and musical dimensions of operas by major composers from Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Includes such works as *The Marriage of Figaro*, *Eugene Onegin*, and *Wozzeck*. (Writing-intensive.) Prerequisite, two courses in literature, or two in music, or one in each field, or consent of instructors. (Same as Music 258.) (Offered in alternate years.) Maximum enrollment, 20. Hamessley and P. Rabinowitz.

[271S] European Literature: Technologies of Gender. An intensive questioning of the European novel in the nineteenth century, with particular attention to literary movements, social concerns, and developing notions of class and gender. Readings from Austen, Stendhal, Sand, Flaubert, Eliot, and Dostoyevsky. (Offered in alternate years.)

297S Introduction to Literary Theory. Exploration of the kinds of questions that can be asked about literary texts in themselves, and in relation to the cultural and historical contexts in which they are written and read. Readings include drama, poetry, fiction, and theoretical essays, with special attention to New Criticism, structuralism, audience-oriented criticism, Marxism, and feminism. Prerequisite, two courses in literature. Open to sophomores, juniors, and seniors only. (Same as English 297.) P. Rabinowitz.

303S The Fiction of the Future. An examination of social, literary, and critical texts attempting to construct models of the future and to question the possibility and/or potentialities of such models. Readings include science fiction, post-modern, and post-apocalyptic works by such authors as Abe, Calvino, Grass, and Le Guin. Emphasis on changing interpretive and constructional literary strategies that seek to refigure the human consciousness of the cosmos. (Writing-intensive.) Prerequisite, two courses in literature. Maximum enrollment, 20. Vernon.

[323F] Theme and Variation: A Family Affair. A study of the ways in which different periods have manipulated the themes of familial sex and violence in Greek myth: the Trojan War, Oedipus, and Hippolytos. Readings from critical theory as well as by such writers as Aeschylus, Sophocles, Euripides, Seneca, Racine, Anouilh, O'Neill, Giraudoux, H.D., and Christa Wolf. Prerequisite, two courses in literature, or consent of instructor. (Offered in alternate years.)

[325S] Images of Otherness in East-West Literary Relations. Images of Japan in the West and the West in Japan as reflected in nineteenth and twentieth century literature, criticism, and popular culture. Readings include texts by Barthes, Hearn, Clavell, Ogai, Endo, Oe, and Nosaka. Prerequisite, two courses in literature. (Offered in alternate years.)

329F Studies in Contemporary African Literature. For full description, see English 329. Prerequisite 211 or 212, or English 200. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Odamtten.

[339F] Studies in Africana Literary Movements. For full description, see English 339. Prerequisite, 211 or 212, or English 200. Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 40.

340F Topics in Genre Studies: Detective Story, Tradition and Experiment. Survey of a broad range of works, both "popular" and "serious," showing the continual renewal of the genre through the manipulation of conventional elements to produce new effects and to argue a variety of positions. Includes readings from Sophocles, Dostoyevsky, Christie, Faulkner, Hammett, Chandler, Nabokov, Robbe-Grillet, Borges, Butor, Stoppard, Cortázar, and others. Prerequisite, two courses in literature. (Offered in alternate years.) P. Rabinowitz.

[345S] Adoration and Theft: A Study of Literary Borrowing. An exploration of some of the ways in which literary works are nourished by their interconnections with other works of art, from the sharing of formulaic patterns (as in detective stories) through parody, updatings, and rewritings of various kinds up to outright plagiarism. Includes novels, plays, films, and operas by such artists as Sophocles, Shakespeare, Pushkin, Tchaikovsky, Twain, Brecht and Weill, Chandler, Hawks, Stoppard, and others. Prerequisite, two courses in literature, or consent of instructor. (Offered in alternate years.)

370F Seminar on the Social and Literary Constructions of Women's Sexuality. Exploration of the roles of social structure and ideology in the definition of women's sexuality, including a survey of women's sexuality in historical, literary, and cross-cultural perspectives. Special attention to the intersection of sexuality, race, and class. Topics include sexual coercion, prostitution, pornography, sexual orientation, and the organization of women's health care. Prerequisite, two of the following: Sociology 101, Women's Studies 101, or one course in literature; or consent of instructor. (Same as Sociology 370 and Women's Studies 370.) (Offered in alternate years.) Maximum enrollment, 15. N. Rabinowitz and Rust.

371S Dante: *The Divine Comedy*. Reading of the *Inferno*, *Purgatorio*, and *Paradiso* in the context of classical and Biblical influences and Dante's own early poetry and prose. Special attention to Virgil's *Aeneid*. Supplementary readings in medieval commentaries and twentieth century Dante criticism. (Writing-intensive.) Prerequisite, two courses in literature. Maximum enrollment, 20. Rupprecht.

390S Topics in Feminist Criticism: Theory and Practice. A study of conflicting theories of the relation of women to language, dealing with

such questions as women's silence (real or ascribed), the importance of the sex of the author, and the relation of the reader to the text. Particular emphasis on French/American critical debate on the status of "woman." Readings from such writers as Cixous, G. Eliot, Euripides, Fetterley, Irigaray, Kolodny, Lacan, Wolf, and Woolf. Prerequisite, two courses in literature, or consent of instructor. (Same as Women's Studies 390.) N. Rabinowitz.

430S Seminar: Contemporary African-American Literature. For full description, see English 430. Prerequisite, 211 or 212, or English 200. Open to juniors and seniors only. Maximum enrollment, 12. Odamtten.

450S Seminar: Criticism. For full description, see English 450. Prerequisite, English 150 or 200. Open to seniors, and to others with consent of instructor. Maximum enrollment, 12. Lehman.

475F Studies in Shakespeare in the European Tradition. Comparative approach to the study of Shakespeare. Readings in several major plays from the genres of comedy, tragedy, history, and romance. Attention to Greek, Latin, Italian, and English sources, as well as readings in Shakespearean criticism and in the history and culture of the European Renaissance. Prerequisite, two courses in literature. (Same as English 475.) Maximum enrollment, 30. Rupprecht.

500F Senior Seminar: Translation—The Impossible Art. *Tradurre-tradire*; to translate is to betray. An exploration of the theory and practice of translation, including readings such as George Steiner's *After Babel* in the first half and supervised individual or small group translation projects in the second half. Tests axioms that translation is impossible, is a minor and secondary literary form, inevitably betrays its original, etc. Attention to historical, political, psychological, aesthetic, and linguistic issues and to topics such as self-translation. Maximum enrollment, 12. Rupprecht.

550S Senior Project. A project resulting in a thesis and supervised by a member of the Department. Open to all senior concentrators; required of candidates for departmental honors. The Department.

Computer Science

See Mathematics and Computer Science.

Creative Writing

See English.

Critical Languages

Mary Beth Barth, *Program Director*

Under the self-instructional Critical Languages Program, students work independently with written and recorded material, and meet three times a week in small groups with a native speaker of the target language. Twice each term the student's progress and achievement are evaluated by an external examiner. With two exceptions, the languages are offered for a two-year sequence, and the emphasis is on oral proficiency. Languages offered for each year are determined by student interest; the availability of qualified native speakers, examiners, and suitable material; and sometimes curricular needs. Since students are expected to do a great deal of independent work, they must be highly motivated and self-directed.

For the academic year 1991-92, the following introductory courses are offered:

115F-116S First Year Arabic

215F-216S Second Year Arabic

113F-114S First Year Brazilian Portuguese

213F-214S Second Year Brazilian Portuguese

105F-106S First Year Modern Greek

205F-206S Second Year Modern Greek

107F-108S First Year Modern Hebrew

110F-120S First Year Italian

130F-140S Second Year Italian

117F-118S First Year Polish

121F-122S First Year Swahili

221F-222S Second Year Swahili

123F-124S First Year Swedish

223F-224S Second Year Swedish

Dance

See Theatre and Dance.

East Asian Languages and Literature

Faculty
Hong Gang Jin, *Program Director*
Miwako Kimura
Debao Xu

The East Asian Languages and Literature Program offers courses in both the Chinese and Japanese languages and cultures, building from the introductory to the advanced level. The program focuses on language acquisition and proficiency, and introduces students to aspects of the contemporary culture of both countries, especially as they are expressed through language. The study of the Chinese or Japanese language also provides an important complement to the Asian Studies Program, and students are encouraged to strengthen their understanding of cross-cultural issues by integrating their language studies with courses offered within Asian Studies.

Students interested in beginning or continuing study of the Chinese language should consult with Professor Hong Gang Jin; students interested in beginning or continuing study of the Japanese language should consult with the instructor, Miwako Kimura.

Chinese

110F First Term Chinese. An introduction to spoken and written modern Chinese through conversational drills, comprehension, reading, and writing practice in classwork and homework. Four hours of class, with additional tutorial and laboratory work. Jin.

120S Second Term Chinese. Continued work in speaking, listening, and reading. Emphasis on patterns that facilitate speaking and reading. Four hours of class, with additional tutorial and laboratory work. Prerequisite, 110. Jin.

130F Third Term Chinese. Comprehensive review of grammar and development of language skills through communicative teaching. Four hours of class, with additional tutorial and laboratory work. Prerequisite, 120 or consent of instructor. Jin.

140S Fourth Term Chinese. Continuation of third term Chinese. Development of spoken and written skills as well as familiarity with current Chinese culture. Class discussions in Chinese. Four hours of class, with additional laboratory work. Prerequisite, 130 or consent of instructor. Jin.

[150F] Introduction to Chinese Culture, Society, and Language. A survey of both traditional and modern Chinese cultural values through the examination of geographical conditions, historical background, literary and artistic expressions, popular customs, and language. Taught in English. (Next offered 1992-93.)

200F Advanced Chinese I. Designed for students who wish to use the Chinese language beyond everyday conversation level. Concentrates on subtleties of Chinese grammar and builds a vocabulary through extensive use of short texts. Includes expository writing. Taught primarily in Chinese. Four hours of class, with additional tutorial and laboratory work. Prerequisite, 140 or consent of instructor. Xu.

201S Selected Readings in Post-Cultural Revolution Literature in Translation. Study and analysis of selected literary works from various schools of post-Cultural Revolution writers, including poetry, prose, short stories, and novels from 1978 to the present. Lectures, discussions, outside readings, and written reports. Taught in English. Jin.

[202S] Chinese Films and Society. A study of modern Chinese society through examining films from 1930 to the present. Major themes include the role of family and kinship, the status of intellectuals, the dynamics of the Chinese urban-rural relationship, issues concerning women and children, problems of daily life, and other aspects of Chinese culture. Taught in English. (Next offered 1992-93.)

220S Advanced Chinese II. Continuation of Advanced Chinese I, with emphasis on helping students make the transition from the textbook Chinese to an advanced level of competence adequate for reading periodicals and other contemporary literature. Includes expository writing. Three hours of class, with additional tutorial and laboratory work. Prerequisite, 200 or consent of instructor. Xu.

300F Advanced Chinese III. Continuation of Chinese 220, with emphasis on rapid reading, vocabulary acquisition, and formal essay writing. Lectures, discussions, and written reports. Taught in Chinese. Prerequisite, 220 or consent of instructor. The Department.

320S Advanced Chinese IV. Continuation of Chinese 300, with emphasis on oral fluency and self-expression in speech and writing. Lectures, discussions, and written reports. Taught in Chinese. Prerequisite, 300 or consent of instructor. The Department.

Japanese

110F First Term Japanese. An introduction to the basic structures and vocabulary of modern Japanese. Emphasis on comprehension and speaking skills. Introduction to the two syllabaries (*katakana* and *hiragana)* and selected characters (*kanji)* as a means to develop reading skills. Four hours of class, with additional tutorial and laboratory work. Kimura.

120S Second Term Japanese. Intermediate study of the structures and vocabulary of Japanese, with emphasis on comprehension and speaking, including new spoken patterns and additional characters for reading. Four

hours of class, with additional tutorial and laboratory work. Prerequisite, 110. Kimura.

130F Third Term Japanese. Advanced study of grammatical forms and sentence patterns. Practice in comprehension, speaking, and the reading of basic texts. Four hours of class, with additional tutorial and laboratory work. Prerequisite, 120 or consent of instructor. Kimura.

140S Fourth Term Japanese. Advanced work in comprehension and speaking and in the writing of Japanese. Four hours of class, with additional tutorial and laboratory work. Prerequisite, 130 or consent of instructor. Kimura.

200F Advanced Japanese I. A comprehensive review of the Japanese language through selected texts, with focus on honorific expressions. Further development of reading, writing, and conversational skills. Discussion of contemporary Japanese topics and culture. Four hours of class, with additional tutorial and laboratory work. Prerequisite, 140 or consent of instructor. Kimura.

220S Advanced Japanese II. Designed to develop a practical understanding of contemporary Japanese culture and society. Texts include selections from newspapers, magazines, and TV news programs. Advanced reading, class discussion, and written essays in Japanese. Prerequisite, 200 or consent of instructor. Kimura.

Economics

Faculty

Derek C. Jones, *Chair*
Erol M. Balkan (FS)
James Bradfield
Peter Dorman
Christophre Georges
Charles L. Grim III
Paul A. Hagstrom
Elizabeth J. Jensen
Jeffrey L. Pliskin
Elizabeth J. Warner
James R. White (FS)

Special Appointment

Sidney Wertimer, Jr.

A concentration in Economics consists of 100, 110, 265, 275, 285, and four elective courses. Concentrators must complete a Senior Project in one of the ways described below. The Senior Project can be used as one of the four elective courses. The four elective courses must include at least one 400-level course; at least one course chosen from among 305, 325, 340, 365, and 375; and no more than one course chosen from among 150, 180, 230, 240, and 251. Concentrators must complete 265, 275, and 285 by the end of the junior year so that they may apply these analytical tools in a 400-level course. Exemption from this timing requirement is granted only in unusual cases. 265, 275, and 285 must be taken at Hamilton. 400, 410, and 430, as well as differential and integral calculus and linear algebra, are recommended for students planning graduate work in economics. For students planning graduate work in business, or working for honors in the concentration, differential and integral calculus is recommended, as well as 400, 410, 430, 560, and selections from the other 400-level courses.

The Senior Project can be satisfied either by a Senior Thesis or by a project in a designated course. The Senior Thesis is a written report of a project containing original work. Theoretical papers, empirical papers, and papers that survey the scholarly literature are equally acceptable. Students writing a thesis must enroll in 560 (Research Seminar). Projects in designated courses require a paper or a series of papers demonstrating a mastery of advanced methods, an understanding of the scholarly literature on a topic, or an understanding of the evolution of important issues in the discipline. A complete description of the Senior Project is available in Kirner-Johnson 217.

Departmental honors will be awarded to selected concentrators who complete 400 and 560, have a grade point average of at least 88 for all courses taken in the Department, and who write an outstanding Senior Thesis. The criteria on which the thesis will be evaluated are stated in a departmental policy paper.

A minor in Economics consists of 100, 110, 275, 285, and one additional course in Economics.

100F,S Introduction to Macroeconomics. National income: its measurement and the determination of production and employment levels. The role of the government in the economy, particularly fiscal policy. The

money supply, monetary policy, and inflation. Foreign exchange rates. Dorman, Jones, and Pliskin (Fall); Jensen (Spring).

110F,S Introduction to Microeconomics. The price system as a mechanism for determining which goods will be produced and which inputs employed. Profit-maximizing behavior of firms under differing competitive conditions. Pricing of factors of production and income distribution. Taxation, discriminatory pricing, and government regulation. Theory of comparative advantage applied to international trade. Prerequisite, 100. Bradfield (Fall); Dorman and Georges (Spring).

[150] Industrial Relations. An interdisciplinary study of problems emerging from the employer-employee relationship. Union history, structure, and government. Collective bargaining and the role of the government in labor matters. The American labor movement from a comparative perspective. Special attention to contemporary problems, such as strikes in the public sector.

[180] Introduction to Financial Markets. An elementary presentation of the analytical methods used by economists to study the behavior of prices of financial securities. Empirical and theoretical relationships governing the tradeoffs between risk and return. Efficient market hypothesis, random walks, and the capital asset pricing model. Empirical studies of various stock market investment strategies.

230F Accounting. An elementary study of how the financial transactions of a business firm are usually classified, analyzed, recorded, and interpreted. Emphasis on the theory and function of accounting, with bookkeeping techniques introduced as a means to this end. Open to sophomores, juniors, and seniors only. Wertimer.

[240] Political Economy of the Middle East. An interdisciplinary study of the relationship between Islamic societies and Western economic systems from early Islam to the present. Open to sophomores, juniors, and seniors only.

251S Introduction to Public Policy. For full description, see Public Policy 251. Prerequisite, 110. Open to juniors and seniors with consent of instructor. Maximum enrollment, 40. Wyckoff.

265F,S Economic Statistics. An introduction to the basic concepts of probability and statistics. Topics include descriptive statistics, probability theory, estimation, hypothesis testing, and introduction to the linear regression model and some of its extensions. Primary emphasis on establishing the basic concepts that underlie statistical inference, and on applications of the linear regression model to economics. Use of computer statistical packages. Laboratory used to review assigned problems and to introduce material on the computer. Three hours of class and 75 minutes of laboratory. No previous experience with computers required. Prerequisite, 110 or

consent of instructor. Not open to senior concentrators. Maximum enrollment in each section, 16. Grim (Fall); Hagstrom (Spring).

275F,S Microeconomic Theory. The theory of consumer behavior. Theories of the firm and market structures, and of resource allocation, pricing, and income distribution. General equilibrium and economic efficiency. Prerequisite, 110. Not open to senior concentrators. Hagstrom (Fall); Bradfield (Spring).

285F,S Macroeconomic Theory. National income accounting; theories of income determination; theories of consumption, investment, and the demand for money; unemployment and inflation; theories of economic growth. Prerequisite, 110. Not open to senior concentrators. Georges (Fall); Warner (Spring).

305F Workers' Participation in Decision Making and in Economic Returns. An examination of the history, theory, performance, and future prospects for the development of schemes that allow for workers' participation in decision-making and in economic returns. Concentration on producer cooperatives, co-determination, employee stock ownership plans, and similar schemes in Europe, the United States, Japan, and East Europe. Prerequisite, 110. (Offered in alternate years.) Jones.

[315] Women and Work. An examination of issues concerning paid and unpaid work by women. Topics include division of labor market time and household time by men and women, women's labor force participation, occupational segregation, male-female wage differentials, and comparable worth. Prerequisite, 110.

325S Comparative Economic Systems. A comparative analysis of market and centrally planned systems, and criteria for evaluation. An examination of market, command, mixed, and market socialist economies. Emphasis on problems of transition in East Europe. (Writing-intensive.) Prerequisite, 110. Maximum enrollment, 20. Jones.

331S International Trade Theory and Policy. Theoretical and empirical analyses of the pattern of international trade and international trade policies. Topics include the determinants of the pattern of international trade, the gains from trade, tariffs, quotas, voluntary export restraints, subsidies, customs unions, free trade agreements, trade adjustment assistance, and industrial policy. Prerequisite, 110. Not open to students who have taken 333. Pliskin.

[333] International Economics. Analysis of international trade and international monetary economic issues. The determinants of the pattern of international trade, the gains from trade, and the effects of tariffs, quotas, voluntary export restraints, and subsidies. Models of exchange rates and the balance of payments and the implications of these models for fiscal policy, monetary policy, and the reform of the international monetary system. Prerequisite, 110. Not open to students who have taken 331.

[335] Public Finance. Analysis of government spending and taxation as these impinge on questions of stabilization, resource allocation, and income distribution. Issues of fiscal federalism. Prerequisite, 110.

[340] Economic Development. Analysis of the process of development in Third World countries. Topics include alternative theories of development; growth, poverty, and income distribution; unemployment, urbanization, and migration; agricultural transformation; industrialization and trade; education and women in development; energy, technology, ecology, food, debt, and aid. Prerequisite, 110. (Next offered 1992-93.)

[346] Monetary Policy. A study of the changing role and impact of monetary policy in the economy. Topics include interest rate determination, portfolio theory, the risk and term structure of interest rates, the money supply process, money demand, monetary policy, with an in-depth discussion of the present banking crisis. Emphasis on policy application. Prerequisite, 110. (Next offered 1992-93.)

365F Economic Analysis of American History. An examination and explanation of the development of the American economy. Topics include the economics of slavery, the rise of big business, the causes of the Great Depression, and the economics of World War II. Prerequisite, 110. Jensen.

375S History of Economic Thought. A survey of economic theory and methodology from the early Greeks to the present. Discussion of the ideas of major economic writers such as Smith, Marx, Marshall, and Keynes, with attention paid to historical context as well as relevance to current economic debates. (Writing-intensive.) Prerequisite, 110. Maximum enrollment, 20. Georges.

380F Environmental Economics. Examination of critical issues in environmental and natural resource policy from the perspective of economic theory. Consideration of such immediate issues as curtailing pollution, conserving endangered species and their habitats, and the proper management of natural resources. Broader topics, such as the attainment of a sustainable economy and our responsibility toward future generations, also considered. Prerequisite, 110. Dorman.

[390] Labor Economics. An economic analysis of labor market topics including trade unions, minimum wage legislation, unemployment, wage structure, labor mobility, human capital, and labor's share of the national income. Prerequisite, 110.

400S Introduction to Econometrics. An introduction to econometric methods that are frequently used in applied economic research. Topics include the classical linear regression model, heteroskedastic and autocorrelated disturbances, stochastic regressors, and simultaneous equations models. Prerequisite, 265. Pliskin.

[405] Macroeconomic Models: Forecasting and Computer Simulation. The use of computer-based macroeconometric models in forecasting and in simulating the effects of monetary and fiscal policies. Construction, evaluation, and use of macroeconometric models. Review of some empirical work on macroeconomic issues. Extensive use of the computer to simulate macroeconometric models. No previous experience with computers required. Prerequisite, 265 and 285.

410S Seminar: Topics in Microeconomics. Advanced treatment of selected topics in microeconomic theory and its application. Major consideration of the impact of uncertainty on decision making. Prerequisite, 265, 275, and Mathematics 113, or consent of instructor. Maximum enrollment, 12. Grim.

416S Mathematical Economics. Presentation of the more important applications of mathematics widely used by economists to analyze questions in both micro- and macroeconomics. Mathematical techniques include calculus, with one and several variables, Lagrangian multipliers, and matrix algebra. Topics include constrained and unconstrained optimization and comparative statics. A central purpose of the course is to enable students to read more easily a wider selection of the scholarly literature. Prerequisites, 275, 285, and Mathematics 114, or consent of instructor. Grim.

425S Theory of Financial Markets. Application of microeconomic theory to describe optimal portfolio construction and the equilibrium risk/return tradeoffs exhibited in security markets. A survey of empirical tests of the efficient market hypothesis and the capital asset pricing model using studies of stock splits, mutual funds, insider trading, and corporate takeovers. Comparison of the capital asset pricing model and the arbitrage pricing model. Pricing of options. (Writing-intensive.) Students need not take 180 prior to this course. Prerequisite, 110 and 265, or equivalent, or consent of instructor. May be used as basis for senior project. Maximum enrollment, 20. Bradfield.

430F Seminar: Topics in Macroeconomics. An excursion into topics of current interest primarily related to stabilization and growth policies. Topics include new Keynesian theories, private savings, the budget deficit, indexation, the trade deficit, and the productivity slowdown. Prerequisite, 285 and Mathematics 114, or consent of instructor. May be used as basis for senior project. Maximum enrollment, 12. Warner.

435F Industrial Organization Theory and Applications. Theoretical and empirical analysis of the relationships among market structure, conduct, and performance. Emphasis on oligopoly behavior including pricing, advertising, and research and development strategies. Examination of government regulatory policies and antitrust. Review of empirical work on structure-conduct-performance relationships. Prerequisite, 265 and 275, or consent of instructor. May be used as basis for senior project. Jensen.

[440] Theory of Taxation and Public Expenditures. Analysis of taxation, including theory of optimal taxation and an empirical study of tax incidence. Equity vs. efficiency considerations. Examination of government budgetary policy, including public choice considerations. Prerequisite, 275. May be used as basis for senior project.

491S Applications of Labor Economics. An advanced treatment of selected theoretical and empirical questions concerning labor markets. Prerequisite, 275 or consent of instructor. Not open to students who have taken 390, except by consent of instructor. May be used as basis for senior project. Grim.

560S Research Seminar. Each student works intensively on a topic chosen in consultation with the instructor. Weekly meetings held to hear progress reports and to discuss research techniques pertinent to student topics. Papers presented to the Department at the end of the term. Candidates for honors must complete this course. Prerequisite, 265, 275, 285, and 400 (which may be taken concurrently), and permission of the Department. Maximum enrollment, 12. Hagstrom, Jensen, Pliskin, and Warner.

English

Faculty
John H. O'Neill, *Chair*
Shahid A. Agha
George W. Bahlke
Austin Briggs
Katherine A.S. Collett
Jean C. D'Costa
David Lehman
Ivan Marki (FS)
Vincent Odamtten
Patricia O'Neill
Irma Rosenfeld
William Rosenfeld
Nathaniel C. Strout (F)
Margaret O. Thickstun
Frederick R. Wagner
T. Edward Wheatley

Special Appointments
Michael Burkard
Dwight N. Lindley

The Department offers concentrations in English and Creative Writing, as follows:

English

A concentration in English consists of eight courses in literature written in English, including 200 and three other courses in literature before 1800. The latter courses should ordinarily be elected before the courses in literature after 1800. One of the courses offered for the concentration must be a 400-level seminar taken in the spring of the senior year as part of the Senior Program. In addition, concentrators must pass a comprehensive examination for the Senior Program. (419 may not be offered for the concentration in English; 475 is not a seminar.) Comparative Literature 297 and 475 may count toward either the concentration or the minor. The Department will recommend honors for concentrators who earn a cumulative average of B + or better in the courses they take for the concentration and who do excellent work on the comprehensive examination.

A minor in English consists of five courses in literature written in English, including 200 and one other course in literature before 1800.

Starting with the Class of 1994, a concentration in English consists of nine courses in literature written in English, including 150, 200, and at least three courses other than 200 in literature before 1800. All students are encouraged to take 200 as early as possible; concentrators must complete it by the end of the first semester of the junior year. Courses in literature before 1800 should ordinarily be elected before courses in literature after 1800. Other requirements for the concentration remain as described above.

Starting with the Class of 1994, a minor in English consists of five courses in literature written in English, including 150, 200, and at least one other course in literature before 1800.

Senior Program in English

The Senior Program requires concentrators to (1) read the works on a list

prepared by the Department and (2) participate in a 400-level seminar in the spring of the senior year, both in preparation for (3) a comprehensive examination. To graduate with a degree in English, the candidate must pass both the senior seminar and the comprehensive examination. A complete description of the program, including the reading list and a sample comprehensive examination, is available in Root 116.

Creative Writing

A concentration in Creative Writing consists of nine courses: five in literature written in English, including 200, one other course in literature before 1800, and one in literature after 1800; and four courses in creative writing (215, 304, 305, and 419). In addition, concentrators must pass a comprehensive examination for the Senior Program. Students may take no more than one writing course a term; those who wish to concentrate must complete 215 by the end of the sophomore year. With the permission of the Department, students may use one upper-level course in a foreign literature in the original as one of the required literature credits. The Department will recommend honors for concentrators who earn a cumulative average of B + or better in the courses they take for the concentration and who do excellent work on the comprehensive examination.

A minor in Creative Writing consists of 200, 215, 304, 305, and a second course in literature written in English.

Starting with the Class of 1994, a concentration in Creative Writing consists of ten courses: five in literature written in English, including 150, 200, one other course in literature before 1800, and one in literature after 1800; four courses in creative writing (215, 304, 305, and 419); and an independent study taken as part of the Senior Program. Students may take no more than one writing course a term; those who wish to concentrate must complete 215 by the end of the sophomore year. With the permission of the Department, students may use one upper-level course in a foreign literature in the original as one of the required literature credits. The Department will recommend honors for concentrators who earn a cumulative average of B + or better in the courses they take for the concentration and who do excellent work in the Senior Program.

Starting with the Class of 1994, a minor in Creative Writing consists of 150, 200, 215, 304, and 305.

Senior Program in Creative Writing

The Senior Program in Creative Writing is identical to that in English except that concentrators will undertake a project leading to a creative thesis for the Seminar in Creative Writing (419). A complete description of the program, including the reading list and a sample comprehensive examination, is available in Root 116.

Starting with the Class of 1994, the Senior Program in Creative Writing will consist of the Seminar in Creative Writing (419) elected in the fall and

an independent study elected in the spring, both leading to a final portfolio of creative and critical works. A complete description of the program is available in Root 116.

150F,S Introduction to Literature. Close reading and discussion of works by major British and Commonwealth authors from 1800 to the present, including poetry, fiction, and drama. Emphasis on analyzing texts and communicating the analyses in discussion and in frequent essays of various lengths. (Writing-intensive.) Open to freshmen, and to others with permission of the Department. Maximum enrollment in each section, 20. The Department.

200F,S Chaucer, Shakespeare, Milton, Austen. Introduction to the advanced study of literature through extensive examination of the following influential works: selected *Canterbury Tales*, sonnets and a play by Shakespeare, *Paradise Lost*, and *Pride and Prejudice*. Required for the concentrations in English and Creative Writing. (Writing-intensive.) Prerequisite, 150. Maximum enrollment in each section, 20. The Department.

[209S] The Wars of America and American Literature. An examination of fiction and poetry generated by wars the United States has fought. Readings include novels and poems by Melville, Whitman, S. Crane, Hemingway, Pound, Faulkner, Mailer, Heller, and others. Prerequisite, 150 or 200. Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 40.

215F,S Introductory Creative Writing: Fiction and Poetry. Introduction to fundamental techniques of fiction and poetry. Regular writing and reading assignments as well as critiques in class. Three 80-minute meetings or two 120-minute meetings. Prerequisite, 150 or 200 (which may be taken concurrently). Open to sophomores, juniors, and seniors only. Maximum enrollment in each section, 16. The Department.

226S Modern Indo-Anglian Writers. A study of novelists of Indian origin who write in English, such as R.K. Narayan, Kamala Markandaya, Anita Desai, Salman Rushdie, and Vikram Seth. How a culture appropriates a "foreign" language—English, in this case—to create significant literature. Prerequisite, 150 or 200. Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 40. Agha.

227F Introduction to African-American Literature. Study and discussion of selected works of drama, poetry, and prose by African-Americans, from the 1850s to the 1950s. Focus on issues of gender, race, and class as they affect the evolution of an African-American literary tradition in the context of the changing U.S. cultural and political attitudes. Prerequisite, 150 or consent of instructor. Open to sophomores, juniors, and seniors only. (Same as Africana Studies 227 and Comparative Literature 227.) Maximum enrollment, 40. Odamtten.

[230F] The "Gothic" Tradition in English and American Literature. "Medievalism," "the sublime," gender mythologies, the supernatural, the perverse. Readings in works by such authors as M.G. "Monk" Lewis, Byron, Poe, Emily Brontë, Hawthorne, Faulkner, and Toni Morrison. Prerequisite, 150 or 200. Open to sophomores and juniors only. (Offered in alternate years.) Maximum enrollment, 40.

244S Introduction to Shakespeare. Study of selected plays. Prerequisite, 150. Open to freshmen and sophomores only. Maximum enrollment, 40. Strout.

275S Contemporary American Fiction. Study of stories and novels by writers since 1945. Prerequisite, 150 or 200. Open to freshmen, sophomores, and juniors only. Maximum enrollment, 40. Lehman.

[279F] Reading Poetry. The relevance of formal conventions to poetic expression. Traditional genres; versification (meter, rhyme, stanza, etc.); exercises in explication. Prerequisite, 150 or 200. Not open to senior concentrators. (Offered in alternate years.) Maximum enrollment, 40.

280F Chaucer. A study of the dream-visions, *The Canterbury Tales*, and selected short poems. Major concerns include Chaucer's language, humor, narrative technique, and treatment of issues of gender and class. Prerequisite, 150 or 200. Maximum enrollment, 40. Wheatley.

281F Old English. An introduction to the language and literature of England before the Norman Conquest. Study based upon Old English readers, accompanied by lectures on the history, structure, and vocabulary of the English language. Prerequisite, 150 or 200. (Offered in alternate years.) Maximum enrollment, 40. D'Costa.

283S Middle English Literature: 1100-1500. Medieval English literature, excluding Chaucer, with focus on the fourteenth century. Readings include *The Pearl,* Malory's *Morte Darthur, Sir Gawain and the Green Knight,* selections from *Piers Plowman* and from the works of Marjory Kempe, and *Everyman*. Special attention to the York mystery plays. Prerequisite, 150 or 200. Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 40. Wheatley.

[285S] The Puritan Literary Tradition: 1620-1720. The literature of the dissenting tradition in colonial America and Puritan England. Works such as Bradford's *Plymouth Plantation*, Bunyan's *Pilgrim's Progress*, Milton's *Comus*, as well as spiritual autobiographies and shorter works by Anne Bradstreet, Mary Rowlandson, Edward Taylor, and Cotton Mather. Prerequisite, 150 or 200. Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 40.

286S Women in English Renaissance Literature. Works by and about women written between 1550 and 1660, including plays by Shakespeare, Webster, Middleton, and Elizabeth Faulkland; poems by Spenser, Mary

Wroth, Amelia Lanier, and Anne Bradstreet; short prose by Bathshua Makin, Margaret Fell, Elizabeth Clinton, and Elizabeth Joceline. Prerequisite, 150 or 200. Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 40. Thickstun.

287F English Renaissance Literature. The flowering of literary activity between 1550 and 1660. Non-dramatic works by such authors as Sidney, Spenser, Jonson, Donne, Herbert, Marvell, and Milton. Prerequisite, 150 or 200. Maximum enrollment, 40. Thickstun.

289F English Literature: 1660-1744. Major works in prose and verse of the Restoration and early eighteenth century, emphasizing the writings of Dryden, Swift, Pope, and Addison and Steele. Prerequisite, 150 or 200. Maximum enrollment, 40. J. O'Neill.

290S English Literature: 1745-1800. Major works in prose and verse of the late eighteenth century, emphasizing the novelists, particularly Sterne, Fielding, and Austen; and Johnson and Boswell. Prerequisite, 150 or 200. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. J. O'Neill.

297S Introduction to Literary Theory. For full description, see Comparative Literature 297. Prerequisite, two courses in literature. Open to sophomores, juniors, and seniors only. P. Rabinowitz.

301F Faulkner and Southern Literature. Analysis of *Go Down, Moses, As I Lay Dying, Light in August,* and *Absalom, Absalom!* in the context of works by other Southern writers ranging from the Frontier Humorists to such novelists as Ellen Glasgow, Robert Penn Warren, Eudora Welty, Alice Walker, and Anne Tyler. Prerequisite, 150 or 200, and one other course in literature. Open to sophomores, juniors, and seniors only. Not open to students who have taken 433 or to senior concentrators in English and Creative Writing. (Offered in alternate years.) Maximum enrollment, 40. Wagner.

[302S] American Literary Autobiography. Study of the forms through which American writers have sought to embody the search for self-discovery and the process of self-examination. Works by such authors as Franklin, Thoreau, Twain, Henry Adams, Stein, Hemingway, Cummings, Wright, Kerouac, Mailer, McCarthy, Welty, Kingston, and Richard Rodriguez. Prerequisite, 150 or 200. Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 40.

304S Intermediate Creative Writing: Poetry. For students whose work and purpose have developed sufficiently to warrant continuing work in poetry. Regular writing and reading assignments as well as critiques in class. Three 80-minute meetings or two 120-minute meetings. Prerequisite, 215. Open to juniors and seniors only. Maximum enrollment, 16. Agha.

305F Intermediate Creative Writing: Fiction. For students whose work and purpose have developed sufficiently to warrant continuing work in fiction. Regular writing and reading assignments as well as critiques in class. Three 80-minute meetings or two 120-minute meetings. Prerequisite. 215. Open to juniors and seniors only. Maximum enrollment, 16. W. Rosenfeld.

[306F] Poetry of the Renaissance and Twentieth Century. A review of the problems involved in the analysis of poetry. An exploration of the relationship between poetry of the English Renaissance and modern poetry, focusing on the reappearance of such characteristics as irony, wit, and dramatic and meditative modes. Poems drawn primarily from the work of Shakespeare, Donne, Marvell, Hopkins, Dickinson, Yeats, T.S. Eliot, and Thomas. (Writing-intensive.) Prerequisite, 150 or 200. (Offered in alternate years.) Maximum enrollment, 20.

307S Nineteenth Century American Literature. Representative works by Emerson, Thoreau, Hawthorne, Melville, Whitman, Dickinson, and Mark Twain. Prerequisite, 150 or 200. Maximum enrollment, 40. W. Rosenfeld.

309S Twentieth Century American Literature. Representative works by James, Frost, T.S. Eliot, Faulkner, Hemingway, Stevens, and others. Prerequisite, 150 or 200. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Wagner.

310F Seminar in Expository Writing. The theory of exposition; constant practice in writing clear and logical expository prose. Study of selected specimens of exposition. (Writing-intensive.) Prerequisite, 150 or equivalent. May be taken concurrently with another writing course. Open to juniors and seniors only. Maximum enrollment, 12. Bahlke.

319S Major Caribbean Writers. A study of the poetry, fiction, and drama of the English-speaking Caribbean, with special emphasis on Derek Walcott (St. Lucian), Edward Brathwaite (Barbadian), V.S. Naipaul (Trinidadian), Wilson Harris (Guyanese), and Jean Rhys (Dominican). Prerequisite, 150 or 200. Open to sophomores, juniors, and seniors only. Order of priority: juniors, seniors, sophomores. (Same as Africana Studies 319.) (Offered in alternate years.) Maximum enrollment, 40. D'Costa.

329F Studies in Contemporary African Literature. Examination of themes and artistic strategies evidenced in works by selected African writers. Focus on issues of colonialism and neocolonialism, and how differences of gender, class, and geographical background affect contemporary African literature. Prerequisite, 200 or Comparative Literature 211 or 212. Open to sophomores, juniors, and seniors only. (Same as Africana Studies 329 and Comparative Literature 329.) Maximum enrollment, 40. Odamtten.

[339F] Studies in Africana Literary Movements. Examination of the thematic, stylistic, and ideological characteristics of representative works by writers of African descent. Focus on how these works establish or disestablish specific literary movements, such as the Harlem Renaissance, Negritude, anti- and post-colonialist writings, the black arts movement, and Neorealism. Prerequisite, 200 or Comparative Literature 211 or 212. Open to sophomores, juniors, and seniors only. (Same as Africana Studies 339 and Comparative Literature 339.) (Offered in alternate years.) Maximum enrollment, 40.

[346S] History of the English Language. The development of the English language from Anglo-Saxon times to the present. Special attention to language as speech, the interpretation of literary and vernacular texts in the light of linguistic methodology, and the formation of dialects of English. Readings from Pyles, Jones, Wyld, Sapir, and others. Prerequisite, 150 or 200. Open to juniors and seniors only. (Offered in alternate years.) Maximum enrollment, 40.

347F English Romantic Literature. Study of the theory and practice of the major English Romantics, with special emphasis on the writer's quest for expanded consciousness and on the social implications of Romantic ideology. Prerequisite, 150 or 200. (Offered in alternate years.) Maximum enrollment, 40. P. O'Neill.

[348S] Science and Literature in the Nineteenth Century. Study of the influence of Darwin, Huxley, and other scientists on the literature of the nineteenth century. Readings include selections from Darwin's *Autobiography and Letters*, *Origin of Species*, and *Descent of Man*, Huxley's *Autobiography and Essays*, Tennyson's *In Memoriam*, Eliot's *Middlemarch*, Hardy's *The Woodlanders*, and Wells' *The Time Machine*. Prerequisite, 150 or 200, and one other course in literature. Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 40.

[349S] Victorians Past and Present. Study of Victorian writers' use of past epochs as analogues for their own culture. Includes such major authors as Carlyle, Bulwer-Lytton, Browning, Tennyson, George Eliot, Arnold, and Morris. Prerequisite, 150 or 200. Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 40.

350S Love and Marriage in Nineteenth Century Literature. Study of the ideology of Romantic love and its consequences for the marriage plots in Victorian literature. Primary focus on the tension between men's and women's representations of romance and the economic, social, and psychological contexts of the relations between men and women in Victorian England. Readings include works by major authors, historical documents, and secondary sources. Prerequisite, 150 or 200. Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 40. P. O'Neill.

353F British Literature from 1900 to 1950. Readings in works of such writers as Conrad, Yeats, Woolf, Lawrence, Waugh, T.S. Eliot, and Auden. Prerequisite, 150 or 200. Maximum enrollment, 40. Briggs.

354S The Novel in England since World War II. Readings of selected novels by such writers as Evelyn Waugh, Kingsley Amis, Anthony Burgess, Angus Wilson, Iris Murdoch, Doris Lessing, and Margaret Drabble. Prerequisite, 150 or 200. Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 40. Bahlke.

355F Modern British Poetry. Modern British poets from Yeats to Hughes, with emphasis on T.S. Eliot, Auden, and Thomas. (Writing-intensive.) Prerequisite, 150 or 200. (Offered in alternate years.) Maximum enrollment, 20. Bahlke.

414S Seminar: James Joyce. *A Portrait of the Artist as a Young Man*, readings in *Finnegans Wake*. Major emphasis on *Ulysses*. Prerequisite, 150 or 200, and one other course in literature. Open to juniors and seniors only. Maximum enrollment, 12. Briggs.

415S Seminar: The Novels of E.M. Forster and D.H. Lawrence. An exploration of the fusion of social and prophetic modes in these writers. The influence of comedy on Forster's *A Room With A View* and *Howards End*. Lawrence's *Apocalypse* as background for *The Rainbow, Lady Chatterley's Lover,* and *The Man Who Died*. Forster's *A Passage to India* and Lawrence's *Women in Love* as major examples of the prophetic mode in twentieth century literature. Prerequisite, 150 or 200 and one other course in literature. Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 12. Bahlke.

[416S] Seminar: Virginia Woolf. Close readings and discussion of the novels from *The Voyage Out* through *Between the Acts*. Prerequisite, 150 or 200, and one other course in literature. Open to juniors and seniors only. (Offered in alternate years.) Maximum enrollment, 12.

419S Seminar in Creative Writing. For students whose work and purpose have developed sufficiently to warrant advanced work in fiction, poetry, or both. Individual projects leading to a final collection of writings in the form of a novel, a series of stories, a series of poems, a full-length play, a series of short plays, or any equivalent combination of works in genres on which the student and instructor agree. Regular writing and reading assignments as well as critiques in class. Three 80-minute meetings or two 120-minute meetings. Prerequisite, 304, 305, and consent of the Department. Open to seniors only. Maximum enrollment, 12. W. Rosenfeld.

[424S] Seminar: Milton. An intensive study of Milton's epic and lyric poetry, with particular attention to *Paradise Lost*. Topics for consideration include Milton's ideas on Christian heroism, individual conscience, the rela-

tions between the sexes, and the purpose of education. Prerequisite, 150 or 200, and one other course in literature. Open to juniors and seniors only. (Offered in alternate years.) Maximum enrollment, 12.

426S Seminar: The Early Development of the English Novel. Close reading and discussion of novels written between 1660 and 1800. Particular attention to questions of critical theory and to works by and about women by such authors as Aphra Behn, Frances Burney, Daniel Defoe, Eliza Heywood, Henry Fielding, Sarah Fielding, Charlotte Lennox, Mary Delariviere Manly, Henry Mackenzie, Samuel Richardson, Charlotte Smith, Tobias Smollett, and Laurence Sterne. Prerequisite, 150 or 200, and one other course in literature. Open to juniors and seniors only. (Offered in alternate years.) Maximum enrollment, 12. J. O'Neill.

[427F] Seminar: Restoration and Eighteenth Century English Drama. Comic and serious drama by such authors as Dryden, Buckingham, Etherege, Wycherley, Congreve, Addison, Steele, Gay, Goldsmith, and Sheridan. Prerequisite, 150 or 200, and one other course in literature. Open to juniors and seniors only. (Offered in alternate years.) Maximum enrollment, 12.

430S Seminar: Contemporary African-American Literature. The study of how contemporary African-American literary works articulate with the modern and post-modern multicultural environment in which they are situated. Selected readings by such writers as Amiri Baraka, Henry Dumas, Toni Morrison, Gloria Naylor, Ishmael Reed, Ntoake Shange, Alice Walker, and John Wideman. Prerequisite, 200 or Comparative Literature 211 or 212. Open to juniors and seniors only. (Same as Africana Studies 430 and Comparative Literature 430.) Maximum enrollment, 12. Odamtten.

433F Seminar: Faulkner and Other Writers of the Modern South. Close reading and discussion of *As I Lay Dying, Light in August, The Hamlet,* and *Absalom, Absalom!* in relation to works by such writers as Flannery O'Connor, Katherine Anne Porter, Walker Percy, Alice Walker, Eudora Welty, and Richard Wright. Prerequisite, 150 or 200, and one other course in literature. Open to juniors and seniors only. Not open to students who have taken 301. Maximum enrollment, 12. Wagner.

438S Seminar: English Victorian Literature. Analysis of the conflict between the proponents of art as a criticism of life and the proponents of aestheticism in the mid and late nineteenth century. Readings include prose by Arnold, Pater, Ruskin, and West, poetry by Browning, Christina and Dante Gabriel Rossetti, Swinburne, Morris, and Hardy, and two novels: Eliot's *Middlemarch* and Wilde's *The Picture of Dorian Gray.* Prerequisite, 150 or 200. Open to juniors and seniors only. Maximum enrollment, 12. P. O'Neill.

443S Seminar: Elizabethan and Jacobean Drama. Intensive study of plays by Shakespeare in conjunction with plays by such dramatists as Marlowe, Jonson, Webster, and Ford. Prerequisite, 150 or 200, and one other course in literature. Open to juniors and seniors only. (Offered in alternate years.) Maximum enrollment, 12. Strout.

445S Seminar: The Idea of the Self from the Middle Ages to the Renaissance. An examination of three evolving aspects of self-consciousness: the dignity of the individual, the value of literary self-expression, and the awareness of differences between "modern" and ancient. Works by such authors as Chaucer, Margery Kempe, Charles d'Orleans, James I of Scotland, Skelton, More, Spenser, and Shakespeare. Prerequisite, 280, 283, or 346. Open to juniors and seniors only. (Offered in alternate years.) Maximum enrollment, 12. Wheatley.

450S Seminar: Criticism. Selected readings in literary theory, with emphasis on critics of this century. Requires long essay showing the student's progress in developing coherent critical perspectives. Prerequisite, 150 or 200. Open to seniors, and to others with consent of instructor. (Same as Comparative Literature 450.) Maximum enrollment, 12. Lehman.

475F Studies in Shakespeare in the European Tradition. For full description, see Comparative Literature 475. Prerequisite, two courses in literature. Maximum enrollment, 30. Rupprecht.

English as a Second Language

Carol S. Rupprecht, *Program Director*

Students for whom Standard English is not a first or native language may be advised on the basis of the proficiency test to elect Writing 101 in the first semester. It is a writing-intensive course especially designed to assist those students who are not native speakers of English in sharpening their writing skills for college-level work in all academic disciplines. Writing 101 is open to all students, in addition to those with recommended placement, who desire advanced instruction and ongoing practice in English language usage in an academic setting. A one-semester course in which grades are given, it provides regular academic credit toward graduation requirements and satisfies the College-wide requirement of one writing-intensive course during the first year. Student tutors with training in English as a Second Language will be available to assist students with work in all their courses, including Writing 101. An additional one-semester course, Writing 102, may be offered in the spring semester if needed.

101F English as a Second Language. For full description, see Writing 101, under Writing Program. (Writing-intensive.) Maximum enrollment, 10. Rupprecht.

Foreign Languages

A concentration in Foreign Languages requires the completion of eight courses in at least two foreign languages, including at least two 200-level courses and one 300-level course in each.

Students may combine courses from Classics (Greek, Latin); East Asian Languages and Literature (Chinese, Japanese); German and Russian Languages and Literatures (German, Russian); and Romance Languages and Literature (French, Spanish). The combination may be departmental or interdepartmental. Students wishing to count other languages or work done at other institutions toward the concentration must receive approval for such work. Petitions for approval should be sent to the Committee on Foreign Languages, whose membership consists of the Chairs of the departments mentioned above.

All concentrators in Foreign Languages will be required to pass a language proficiency test in two foreign languages. Additional requirements for an appropriate senior program will be set by the Chairs of the departments of concentration.

To attain honors, students must enroll in the Honors Project in one language, and must complete the honors thesis and the general examination with distinction.

French

See Romance Languages and Literature.

Geology

Faculty

Barbara J. Tewksbury, *Chair*
David G. Bailey
Lewis A. Burkley
Cynthia R. Domack (F)
Eugene W. Domack
Cynthia L. Kramer

A concentration in Geology consists of one course in Principles of Geology I (106 to 112), Principles of Geology II (115), 211, 220, 230, 290, 310, 510-511, and two other courses numbered 200 or higher. Advanced courses in the supporting sciences or Mathematics and Computer Science may, at the discretion of the Department, be substituted for two of these courses. A course in geologic mapping is recommended. A Senior Project is required for the concentration. A complete description of the Senior Program is available in Science 104. All concentrators, but especially those planning a career in the earth sciences, should take basic courses in Biology, Chemistry, Mathematics and Computer Science, and Physics, according to the student's interests. Departmental honors will be awarded on the basis of excellence in course work and a superior Senior Project. A minor consists of Principles of Geology I, II, and three other courses at the 200 level or above that are approved by the Department.

106F Principles of Geology I: Catastrophes and Earth History. An introduction to the earth's history and the processes that shape it from the perspective of current research into unique catastrophic events, including meteorite impacts as a possible cause of mass extinction. Three hours of class and one hour of laboratory/discussion. Not open to students who have taken any other course in Principles of Geology I. Maximum enrollment, 50. Kramer.

107S Principles of Geology I: Humans and the Ice Age Earth. An introduction to archaeologic and geologic studies as they are applied to climate changes and related human adaptations. Focus on stratigraphic principles, environmental reconstructions, archaeologic field methods, chronologic methods, and the impact of climate changes during the past 2.5 million years. Three hours of class and one hour of laboratory/discussion. Field Trip. Not open to students who have taken any other course in Principles of Geology I. (Same as Anthropology 107.) Maximum enrollment, 50. E. Domack and T. Jones.

[108F] Principles of Geology I: Volcanoes and Plate Tectonics. A survey of modern and ancient volcanic activity placed in the context of plate tectonic theory. Topics include volcanic materials, processes, and hazards, geothermal energy, impact on local environments and global climate, and an overview of volcanism on other planets. Three hours of class and one hour of laboratory. Not open to students who have taken any other course in Principles of Geology I. (Next offered 1992-93.) Maximum enrollment, 50.

[110S] Principles of Geology I: Geology and the Environment. An introduction to the principles of geology as applied to current environmental issues such as solid waste disposal, consumption of conventional and alternate energy resources, and utilization of our natural resources. Three hours of class and one hour of laboratory or field trip. Not open to students who have taken any other course in Principles of Geology I. (Next offered 1992-93.) Maximum enrollment, 50.

111F Principles of Geology I: Planet Earth. An introduction to global geologic phenomena from the viewpoint of plate tectonics, emphasizing modern plate motions and related geologic processes and hazards. Laboratory work focuses on the geology of the southwest Pacific. Three hours of class and one hour of laboratory. Not open to students who have taken any other course in Principles of Geology I. Maximum enrollment, 50. Tewksbury.

112S Principles of Geology I: Oceanography. An introduction to the physical, chemical, and biological nature of the marine environment. Topics include marine geology, seawater composition, atmosphere/climate, ocean circulation, waves, tides, coastal processes, life in the sea, ocean resources, and marine pollution. Three hours of class and one hour of laboratory. Not open to students who have taken any other course in Principles of Geology I. Maximum enrollment, 50. C. Domack.

115F,S Principles of Geology II: Physical Geology. An introduction to the nature and origin of minerals, rocks, and rock structures. Processes that shape the earth's surface and the rock record of earth's history. Three hours of class, three hours of laboratory, and a local field exercise. Field trip. Prerequisite, one course in Principles of Geology I. E. Domack (Fall); C. Domack (Spring).

209S Geohydrology and the Environment. The hydrologic cycle of the earth, with emphasis on surface and groundwater. Geological and environmental problems of acid precipitation, pollution, and waste disposal. Three hours of class and one hour of discussion. Prerequisite, 115 or consent of instructor. (Offered in alternate years.) Burkley.

210F Glacial Geology. A survey of the distribution and dynamics of glacial systems, theories of global climate change, and processes and products of glacial erosion and deposition. Marine record of glacial events and glacial periods throughout earth history. Three hours of class and two hours of laboratory, with field trips. (Offered in alternate years.) Prerequisite, 115. E. Domack.

[211F] Sedimentary Geology. A study of the genesis and diagenesis of clastic, carbonate, evaporite, and other important sediments and rocks. Emphasis on fluid dynamics of grain transport, facies architecture, seismic stratigraphy, and paleoclimatic/tectonic significance of depositional sequences.

Three hours of class and three hours of laboratory. Field trips. Prerequisite, 115. (Next offered 1992-93.)

220S Mineralogy. Introduction to crystallography, crystal chemistry, and the theory of optical mineralogy. Identification of minerals by physical, spectrochemical, optical, and X-ray diffraction techniques. Three hours of class and three hours of laboratory. Field trip. Prerequisite, 115 or consent of instructor. Bailey.

[225S] Planetary Geology. The geology of the planetary bodies of our solar system, including the history and future of solar system exploration and the applications of planetary studies to understanding the geology of the earth. Three hours of class and one hour of laboratory/discussion. Prerequisite, 115. (Next offered 1992-93.)

230S Structural Geology. A study of the origin, development, and classification of macroscopic and microscopic structures in deformed rocks. Field, graphical, laboratory, and computer techniques used in studying deformed rocks. Three hours of class and three hours of laboratory. Field trips. Prerequisite, 115. Tewksbury.

[250F] Geochemistry. Some of the major chemical principles important to geology, including isotopes, water chemistry, weathering, and thermodynamics. Three hours of class, exercises, and one-hour work session. Prerequisite, 115 or consent of instructor. (Next offered 1992-93.)

265S Field Geology. Introduction to principles and practice of geologic mapping. One hour of class per week during the semester, followed by four weeks of field mapping after end of final exams. Field mapping areas in the Catskills, Summer Coon (Colorado), Garden of the Gods (Colorado), and Needle Mountains (Colorado). Extra cost. Prerequisite, 115 (may be taken concurrently). (Offered in alternate years.) Maximum enrollment, 10; minimum, 4. Tewksbury.

280F Ore Deposits. A study of economic mineral deposits, their distribution, origin, economic significance, and the environmental impact of their exploitation. Three hours of class and one hour of seminar. Field trips. Prerequisite, one 200-level course in Geology. (Offered in alternate years.) Bailey.

290F Paleontology. A study of the origin of life, evolution, and the fossil record. Topics include the general principles of paleontology, nomenclature, taxonomy, identification techniques, fossilization processes, plants, microfossils, invertebrates, and vertebrates. Three hours of class and three hours of laboratory. Prerequisite, 115. Kramer.

310F Igneous and Metamorphic Petrology. The study of the genesis and evolution of igneous and metamorphic rocks, with emphasis on chemical and physical processes. Three hours of class and three hours of laboratory. Field trip. Prerequisite, 220. Bailey.

340S Plate Tectonics. Advanced study of modern plate interactions, tectonic evolution of the earth's crust, deep earth structure, and regional tectonic analysis, with an emphasis on the contributions of geophysics to an understanding of plate tectonics. (Writing-intensive.) Four hours of class. Field trip. Prerequisite, two 200-level courses in Geology. (Offered in alternate years.) Maximum enrollment, 20. Tewksbury.

[350F] Marine Geology. A study of the marine environment from a geologic perspective. Topics include the structural and oceanographic setting, the ocean margins, oceanic sediments and microfossils, and ocean history. Three hours of class and field/boat trips to Cape Cod and Lake Champlain. Prerequisite, 115. (Next offered 1992-93.)

510F-511S Senior Project. A two-term course during which concentrators pursue an independent project and present the results to the Department. Proposals must be accepted in spring semester of the student's junior year. 511 may not be taken as a separate course. One-half course credit each term. The Department.

German and Russian Languages and Literatures

Franklin A. Sciacca, *Chair*

German

Faculty
Christine E. Groeppner
Walter Keutel
Joseph T. Malloy
Sydna S. Weiss

A concentration in German consists of eight courses numbered 130 or higher, including 210, 220, the Senior Project (550), and an additional course at or above the 300 level during the senior year. In addition, appropriate study in a German-speaking country may be counted toward the concentration. Students may earn departmental honors through distinguished achievement in the courses approved for the concentration and on the Senior Project. A complete description of the Senior Project is available in Christian A. Johnson 213. A minor in German consists of five courses numbered 130 or higher, including 210 and 220. Only one course in translation may be counted toward the concentration or the minor. Except for literature in translation, courses numbered 140 or above are taught entirely in German.

110F First Term German. Thorough introduction to the grammar of German through aural comprehension, speaking, reading, and writing. Taught partially in German. Four hours of class with additional drill and laboratory work. Keutel.

120S Second Term German. Continued work in aural comprehension, speaking, reading, and writing. Four hours of class with additional drill and laboratory work. Prerequisite, 110 or consent of instructor. Groeppner and Weiss.

130F Third Term German. Intensive review of grammar and syntax through reading, oral and written work, and language laboratory exercises. Four hours of class and laboratory work. Prerequisite, 120 or equivalent. Groeppner.

140S Fourth Term German. Readings in modern German literature, including such authors as Kafka, Dürrenmatt, Kaschnitz, and Brecht. Practice in oral and written work. Prerequisite, 130 or consent of instructor. Malloy.

210S Introduction to German Literature. Study of major writers and literary movements from the Middle Ages to the Age of Goethe. Includes works by Wolfram von Eschenbach, Sachs, Gryphius, and Goethe. (Writing-intensive.) Prerequisite, a 200-level German course. Maximum enrollment, 20. Malloy.

220F Introduction to German Literature. Selected texts of the nineteenth and twentieth centuries introducing major writers and intellectual movements. Authors read include Tieck, Keller, Schnitzler, T. Mann, Seghers, Böll, Brecht, and Wolf. (Writing-intensive.) Prerequisite, 140 or consent of instructor. Maximum enrollment, 20. Groeppner.

230F Composition and Conversation. Advanced practice in writing German prose. Practice in speaking German on a conversational level. Compositions and oral reports. (Writing-intensive.) Prerequisite, 130. Maximum enrollment, 20. Groeppner.

260S Culture in German-Speaking Countries Today. Emphasizes conversational discussions on a wide variety of topics and questions of current and general interest (e.g., educational system, geography, politics, and the arts). Prerequisite, a 200-level course or consent of instructor. Groeppner.

[391S] Twentieth Century German Literature. Readings in and analysis of literature from the *Jahrhundertwende* to the present. Works to be read include poetry (Rilke, Trakl, Bachmann, Bierman), fiction (Musil, T. Mann, Kafka, Wolf), and drama (Hauptmann, Schnitzler, Kaiser, Brecht). Prerequisite, 210 or 220 or equivalent. (Next offered 1992-93.)

400F German Romanticism. Study of the origins, literary expressions, and impact of the Romantic movement in Germany. Focus on radical experimentation with societal, gender, and poetic conventions; portrayals of artists as prophets. Comparison of folk fairy tale (Grimm) with artistic fairy tales as the seeds of surrealism. Prerequisite, 210 or 220, or equivalent. Weiss.

415S The Age of Goethe. Study of the literary, intellectual, and cultural developments in late eighteenth and early nineteenth century German-speaking lands. Origins of the anti-rationalistic *Sturm und Drang* movement and the rise of German classicism. Plays, poems, novels, and theoretical texts from Herder, Lessing, Klopstock, Kant, Goethe, LaRoche, Schiller, and Hölderlin. Malloy.

[430F] Topics in German Literature. Readings in literature after 1945, with focus on works dealing with the destructiveness of war and its aftermath; links between science and politics; sociopolitical oppression of women and minorities; and problems of sexual responsibility and psychological development. Texts by Wolfgang Borchert, Marieluise Fleiber, Ingeborg Bachmann, Gerlinde Reinshagen, Peter Weiss, and others. Prerequisite, 210 or 220 or equivalent. (Next offered 1992-93.)

[440S] Modern Literature of the German-Speaking Countries. Study of post-1945 literature focusing on the emergence of two contrasting Germanies: Berlin, the divided city; models of contemporary life at home and in the workplace; violence in society; and the *Neuanschluss* leading to unification. Texts by Bachmann, Böll, Braun, Grass, Kirsch, Wolf, and others. (Offered in alternate years.)

550F Senior Project. Independent work consisting of the preparation and presentation of a research paper, translation, or other project designed by the student. Open to seniors only. Required of senior concentrators. Malloy.

German Literature Courses in Translation

[165F] Berlin: East-West Politics in Literature and Film. A study of the image of Berlin in literature and film as a focal point of East-West tensions. Topics include the Wall as symbol, life in the divided city, emergence of East and West Berlin as cultural centers, literary and cinematic challenge posed by a city of ever-changing status. (Writing-intensive.) All readings and classwork in English. No knowledge of German required. (Next offered 1992-93.) Maximum enrollment, 20.

[170S] Topics: Writing on the Wall—The Literary Path to Reunification. Study of recent works portraying life in the two Germanies and the ongoing transition to a united country. Perspectives on the Berlin Wall as symbol and reality; on life in divided Berlin as representative of individual and national political developments with resulting psychological problems of identity. Texts by Böll, Grass, Maron, Schneider, and Wolf. All readings, films, and classwork in English. No knowledge of German required. Weiss.

180F Fairy Tales, Myths, and Legends. A survey of German narrative including representative works from the medieval age, the nineteenth century, and the modern period. Texts include *The Song of the Nibelungs*, fairy tales by the Brothers Grimm, and Kafka's *Metamorphosis*; works read not only as literary documents but as indices of the cultural, sociological, or political development of German-speaking lands. All texts and classwork in English. Malloy.

280S German Women Writers of the Twentieth Century. Study of the portrayals and experiences of women in post-World War prose and poetry by women writers in East and West Germany, Austria, and Switzerland. Topics include the quests for identity, voice, and independence; examination of the emerging roles of women in the two Germanies; and radical experiments with gender identity. Readings include works by Ingeborg Bachmann, Sara Kirsch, Anna Seghers, and Christa Wolf, as well as selections from appropriate secondary sources. All texts and classwork in English. Weiss.

Russian

Faculty
John Bartle
Franklin A. Sciacca

The Department offers a complete program of instruction in the Russian language and a series of courses in Russian and Soviet literature and culture

in translation. The Department strongly recommends study in the U.S.S.R. on a semester program or for an academic year under the auspices of the U.S.-U.S.S.R. Academic and Cultural Exchange Program. (For description, see Academic Programs and Services.)

110F Elementary Russian I. An introduction to the speaking, aural comprehension, reading, and writing of Russian. Intensive oral and written practice in classwork and homework. Four hours of class and oral practice. Sciacca.

120S Elementary Russian II. Continuation of 110. Work in the speaking, aural comprehension, reading, and writing of Russian. Four hours of class and oral practice. Prerequisite, 110. Sciacca.

210F Intermediate Russian I. Systematic review of grammar and development of spoken and written skills. Practice in Russian phonetics and intonation. Four hours of class and oral practice. Prerequisite, 120. Bartle.

220S Intermediate Russian II. Continuation of 210. Development of conversation and written skills in Russian. Continued practice in phonetics and intonation. Four hours of class and oral practice. Prerequisite, 210. Bartle.

300F Advanced Russian I. Systematic study of problems in Russian grammar and syntax; written exercises, translations into Russian, and composition. Development of oral expression. Additional practice in Russian phonetics and intonation. Three hours of class and oral practice. Prerequisite, 220. Bartle.

330S Advanced Russian II. Continuation of 300 with particular emphasis on active command of the spoken language. Three hours of class and oral practice. Bartle.

400F Seminar in Russian Language for Research. Designed to prepare students to use written and video sources in the Russian language for research purposes. Topics for readings include literary, critical, political, and historical texts, and the contemporary press. Practice in aural comprehension of Soviet news media. Emphasis on reading and comprehension skills. Prerequisite, 330. Sciacca.

[440S] Special Topics in Language Study and Reading. Systematic review of the fundamentals of Russian grammar combined with the development of oral fluency and self-expression in speech and writing. Emphasis on advanced syntax, newspaper language, and colloquial Russian. Prerequisite, six semesters of work in Russian language, or consent of instructor. (Next offered 1992-93.)

Russian Literature and Civilization Courses in Translation

225F Madness, Murder, and Mayhem: Nineteenth Century Russian Literature. Readings of representative works with emphasis on major literary movements, cultural history, and the development of new genres. Primary texts by Pushkin, Gogol, Turgenev, Dostoyevsky, Tolstoy, and Chekhov, as well as some critical materials. (Writing-intensive.) No knowledge of Russian required. (Offered in alternate years.) Maximum enrollment, 20. Bartle.

226S The Russian Avant-Garde. Close analysis of significant examples of major literary and artistic movements of the first half of this century: Decadence, Symbolism, Cubo-Futurism, Rayonism, Suprematism, Constructivism, and Socialist Realism. Impact of the Russian Revolution on the artistic imagination, with emphasis on the recurring theme of the fate of the individual in a mass society. (Writing-intensive.) No knowledge of Russian required. (Offered in alternate years.) Maximum enrollment, 20. Sciacca.

250F Russian Civilization in the Age of *Glasnost* and Gorbachev—and Beyond. A study of the contemporary culture of the Soviet Union, with emphasis on the effects of *perestroika* and *glasnost* on Russian society and the arts. Special topics for 1991-92 include Soviet and American censorship, and the cultural politics of the Cold War. Readings from contemporary and emigré writers; screenings of documentary films and Soviet television programs. (Writing-intensive.) No knowledge of Russian required. Maximum enrollment, 20. Sciacca.

[288S] Twentieth Century Russian and East European Theater. A survey of Russian and East European drama and stagecraft of this century. Analysis of the works of Mayakovsky, Chekhov, Stanislavsky, Havel, Mrozek, and others. Examination of the impact of *glasnost* on the contemporary theater in the U.S.S.R. No knowledge of Russian required. Prerequisite, one course in literature. (Next offered 1992-93.)

[298S] Russian Fairy Tales, Myths, and Legends. An introduction to the folk literature and rituals of the East Slavic peoples. Emphasis on Slavic mythology, *byliny* (epic poetry), *skazki* (folktales), and "calendar" songs; traditions of the Russian Orthodox Church; puppetry, witchcraft rituals, and masking traditions. No knowledge of Russian required. (Next offered 1992-93.)

Government

Faculty

David C. Paris, *Chair*
Frank M. Anechiarico (FS)
Alfred L. Atherton
Vincent A. Auger
Alan W. Cafruny
Carol A. Drogus
Theodore J. Eismeier
Cheng Li
Stephen W. Orvis
Don Van Atta
Laura R. Winsky
Paul G. Wyckoff

The Department offers concentrations in Government and in World Politics, as follows:

Government

A concentration in Government consists of ten courses: three from among 112, 114, 116, and 117, and seven at the 200 level or above. These seven must include 550-551 (Senior Project). To qualify for honors in Government, a student must have an 88 average in departmental courses and have completed with distinction 550-551. A minor in Government consists of five courses, including at least two at the 200 level or above.

World Politics

A concentration in World Politics consists of 11 courses. The core requirements are 112 and 114, one course from 291 or 292, and 550-551 (Senior Project). To complete the concentration, students are also expected to study specific nations and regions in the international system by choosing one of the following six options:

International Relations. Government 386; three courses from 290, 293, 340, 355, 381; two other courses in Anthropology, Economics, Government, History, or Sociology, chosen in consultation with the advisor and dealing with foreign areas and/or international relations. Government 386 should normally be completed by the end of the junior year.

Area Studies. Government 310 or 337; one of five area specialties, as follows, each of which requires competence in an appropriate language, chosen in consultation with the advisor, as demonstrated by successful completion of four semesters of language instruction. The fourth semester language course counts as one course toward the concentration. Government 310 or 337 should normally be completed by the end of the junior year.

Africa: Four additional courses, including 218, chosen in consultation with the advisor;

Asia: Four additional courses, including 211, chosen in consultation with the advisor;

Latin America: Four additional courses, including 216, chosen in consultation with the advisor;

Soviet Union and Eastern Europe: Four additional courses, including 213 and 293, chosen in consultation with the advisor;

Western Europe: Four additional courses, including 214 and 355, chosen in consultation with the advisor. Concentrators specializing in English-speaking European states will be expected to take 386 in place of a language.

Additional preparation in foreign languages and economics is recommended for students contemplating a career in international affairs.

To qualify for honors in World Politics, a student must have an 88 average in concentration courses and have completed with distinction 550-551.

Term in Washington Program

The Term in Washington Program combines regular academic study with the experience and understanding gained by working in congressional and executive offices. Four credits are awarded toward graduation, two of which (325 and 327) count toward a concentration in Government, and up to two may be counted toward a concentration in World Politics or Public Policy. To qualify for the program, a student must have taken at least one of the following: 221, 228, 251, 330 (324), or 331. The program is not restricted to those concentrating in Government. It is also open to selected students from other colleges.

112F,S Comparative Politics. Introduction to the study of non-American national political systems, emphasizing authority, legitimacy, and processes of state- and nation-building. Comparison of alternate forms of political development (liberal democracy, communism, and authoritarian rule) in selected Western and non-Western countries. Open to junior and senior non-majors only with consent of instructor. Maximum enrollment, 40. Orvis (Fall); Van Atta (Spring).

114F,S International Relations. Introduction to the theory and practice of world politics. Emphasis on the changing structure of the international system; the role of the nation-state and non-state actors; patterns of conflict and cooperation; the use of force, diplomacy, and ideology; the interplay between politics and economics. Open to junior and senior non-majors only with consent of instructor. Maximum enrollment, 40. Li (Fall); Cafruny (Spring).

116F,S The American Political Process. Introduction to the study of American national institutions, the public policy-making process, and in general, the distribution of political power in American society. Open to junior and senior non-majors only with consent of instructor. Maximum enrollment, 80 (Fall); 40 in each section (Spring). Eismeier and Wyckoff (Fall); Winsky (Spring).

117S Introduction to Political Theory. Survey of selected political theorists from Plato to the present; examination of questions of liberty, equality, and justice. Open to junior and senior non-majors only with consent of instructor. Maximum enrollment, 40. Paris.

211S Politics in China. Decline of Confucian China and problems of recreating political order. Topics include rise of the Communist Party, political organization and policy in the People's Republic, role of ideology, foreign relations, and the politics of modernization. Prerequisite, 112 or 114. Maximum enrollment, 35. Li.

[212S] Politics in Japan. Origins of contemporary Japanese democracy, the socioeconomic setting of politics, political institutions, policy problems of post-industrial society, and foreign relations. Prerequisite, 112 or 114. Maximum enrollment, 35.

[213F] Contemporary Soviet Politics. An examination of politics and political processes in the U.S.S.R. Emphasis on the dilemmas of post-Stalin change, patterns of political conflict, the interplay of politics and economics, and relations between the state and society. Prerequisite, 112 or 114. (Offered in alternate years.) Maximum enrollment, 35.

[214S] Politics in Western Europe. Comparative study of post-World War II politics and government in several European countries, normally concentrating on Britain, France, and West Germany. Topics include state and political institutions, state- and nation-building, social conflicts and consensus, political culture, and the interplay of politics and economics. Some attention to international relations in Western European states. Assumes some prior knowledge of Western European history. Prerequisite, 112 or 114. (Next offered 1992-93.) Maximum enrollment, 35.

216S Politics in Latin America. Comparative and historical approach to analyzing the political process in contemporary Latin America. Focus on nature of authoritarian regimes and the current process of redemocratization. Topics include the role of the military and state, popular resistance to military rule, and political problems of economic development. Case studies of Brazil, Mexico, Chile, and Cuba or Nicaragua. Prerequisite, 112 or 114. (Offered in alternate years.) Maximum enrollment, 35. Drogus.

[218S] Politics of Africa. Focus on the political economy of sub-Saharan Africa. Issues of state-society relations, political corruption, ethnic conflict, class divisions, the role of the military, the agrarian crisis, and Africa in the international system. Case studies include Kenya, Tanzania, and Nigeria. Prerequisite, 112 or 114. (Next offered 1992-93.) Maximum enrollment, 35.

221S Political Parties and Interest Groups. Examination of the role of interest groups and political parties in the United States. Competition within and between political parties; theories of partisan realignment. In-

terest groups in democratic theory and practice. Prerequisite, 116. Maximum enrollment, 35. Eismeier.

[224S] Southern Africa in Crisis. Examination of the domestic and international politics of conflict in Southern Africa. Primary focus on the origins, effects, and possible solutions to the problem of apartheid in South Africa. Also examines regional conflicts, their history, and potential resolutions—Angola, Mozambique, and Namibia—including superpower involvement. Prerequisite, 112 or 114, or consent of instructor. (Next offered 1992-93.) Maximum enrollment, 35.

225F Contemporary International Relations in the Caribbean. For full description, see Africana Studies 225. Prerequisite, 112 or 114, or Africana Studies 101. Maximum enrollment, 40. Taylor.

227F State Politics. Analysis of politics in American states, including elections, political institutions, party systems, and policymaking. Perspectives on the changing role of state governments in the federal system. (Writing-intensive.) Prerequisite, 116. Maximum enrollment, 20. Eismeier.

228S Congress. Congressional elections, procedures, parties, and committees, and the role of Congress in the making of public policy. Analysis of internal structures of the Senate and the House that influence institutional integration and adaptation to outside demands. Prerequisite, 116. Maximum enrollment, 35. Eismeier.

230F Data Analysis. Introduction to practical data analysis. Focuses on basic skills needed to begin, engage in, and interpret research done in the social sciences. Includes statistical and computer analyses. Prerequisite, 112, 114, or 116. Maximum enrollment, 20. Wyckoff.

[241F,S] Survey of Constitutional Law. Analysis of constitutional doctrines through major cases. Function of the Supreme Court as an instrument of government and arbiter of public policy. Doctrines include judicial review, federalism, interstate commerce, due process, and questions of individual rights. Prerequisite, 116 or a course in American history. Maximum enrollment, 35.

243S China's Cultural Revolution. Analysis of the causes, dynamics, and consequences of the Chinese Cultural Revolution (1966-76). Emphasis on the role of the individual (Mao), institution, and ideology. Readings include social science studies and literary works, written by both foreign observers and Chinese witnesses. Also, comparison with other violent social movements in the twentieth century. (Writing-intensive.) Prerequisite, 112. Maximum enrollment, 20. Li.

251S Introduction to Public Policy. For full description, see Public Policy 251. Prerequisite, Economics 110. Open to juniors and seniors with consent of instructor. Maximum enrollment, 40. Wyckoff.

260S Ethics and Politics in Ancient Greece and Rome. For full description, see Classical Studies 260. (Writing-intensive.) (Offered in alternate years.) Maximum enrollment, 20. Rubino.

270S Democratic Theory. Analysis of the idea of democracy, traditions of democratic theory, and current problems of democracy in practice. Topics include liberty and equality, community power, participation, and bureaucracy. Prerequisite, 117 or consent of instructor. Maximum enrollment, 35. Paris.

[271S] Marxist Political Theory. Extensive examination of Marx's writing on politics. Discussion of contemporary interpretations of Marxism, especially as they apply to the theory of the state. Prerequisite, 117 or consent of instructor. (Next offered 1992-93.) Maximum enrollment, 35.

[272S] Elite Theory. Examination of the role and justification of elites in society. Review of the origins of elite theory in Pareto, Mosca, and Weber; analysis of the current use of elite concepts in political theory, including study of recruitment and circulation, comparative analysis of elites, and debates about equality. Prerequisite, 117 or consent of instructor. Maximum enrollment, 35.

290F American Foreign Policy. Theories and approaches to the explanation of postwar U.S. foreign policy. Topics include the Cold War, detente, and U.S. intervention in the Third World. Some attention to contemporary issues. Prerequisite, 114. Maximum enrollment, 35. Auger.

291S Political Economy of North-South Relations. Issues of international political economy with a focus on interactions between the industrialized states and the Third World. Topics include the evolution of the modern world economy, imperialism and dependency, aid and trade relations, environmental issues, debt, food resources, and multinational corporations. Prerequisite, 114. Maximum enrollment, 35. Drogus.

292F Economic Relations Among Industrialized States. The politics of economic relations, with emphasis on Europe, Japan, and the United States. Topics include monetary and financial relations, trade, multinational corporations, and regional integration. Foreign economic strategies of the industrial states also considered in comparative perspective, with an emphasis on the determinants of industrial competitiveness. Prerequisite, 114 or consent of instructor. Maximum enrollment, 35. Cafruny.

293F Soviet Foreign Policy. Examination of contemporary Soviet international politics. Considers varying rationales for Soviet policy, its instruments and ends, and the linkages between domestic and international policies. Concentrates on relations between the U.S.S.R. and the Western industrial democracies and Soviet policies in the Third World. Limited consideration of international political issues among the socialist states of

Europe and Asia. (Writing-intensive.) Prerequisite, 112 or 114. (Offered in alternate years.) Maximum enrollment, 20. Van Atta.

310F Comparative Political Development. Analysis of the process of political and economic development. Issues covered include ethnic conflict, revolution, development of democracy and dictatorship, agrarian change, peasants in politics, industrial development and NICs. Case studies drawn from Britain, Japan, Taiwan, India, Zaire, Brazil, and Nicaragua. (Writing-intensive.) Prerequisite, 112 or 114. Maximum enrollment, 20. Orvis.

[312S] Science, Technology, and International Relations. Examination of how changes in science and technology alter the international system. National research and development policies as factors in international affairs. Analysis of the impacts of new technologies on national security, international development, and problems of the global commons. Technology transfer as an issue in international economic and security considerations. References to U.S., European, Soviet, and East Asian experiences. Prerequisite, 112 or 114, or consent of instructor. (Next offered 1992-93.) Maximum enrollment, 35.

[314S] Change in Communist Regimes. Problems of reform and transformation in communist political systems. Examines the Stalinist economic and political model established in the U.S.S.R., Eastern Europe, and the People's Republic of China, and the reasons for its decline. Considers possible futures for the socialist countries, including "new authoritarianism," market-oriented democracies, or a resurgence of Marxism-Leninism. Prerequisite, 112 or consent of instructor. (Next offered 1992-93.) Maximum enrollment, 35.

[315S] Gender and the Politics of Development. Analysis of relationships of Third World women to the process of economic and political change in developing countries. Topics include women's role in production and consequent political and economic power; elite and working class women's political organizations; and the meaning of feminism in the Third World. Case studies drawn from Latin America, Africa, and China. Prerequisite, 112 or 114. (Offered in alternate years.) Maximum enrollment, 35.

321F Term in Washington: Congressional and Executive Internships. Two consecutive six-week internships; first, in either the office of a member of Congress or with the staff of a congressional committee; second, in a federal administrative office. Interns are to assume some operational responsibility in each office and gain a perspective on legislative and executive roles in the public policy process. For prerequisites, see above. Does not count toward the concentration. Offered credit/no credit only. Paris.

323F Term in Washington: Intern Participant-Observation. Participants in the program will be asked to evaluate their experience in government offices through a series of group discussions and papers focus-

ed on particular aspects of the internships. Does not count toward the concentration. Paris.

325F Term in Washington: Seminar. An academic seminar focusing on the public policy process and national issues. Paris.

327F Term in Washington: Independent Research. Preparation and presentation of independent research on a problem related to public policy issues. Use of Washington's unique human and data resources required. Paris.

328F Strategy in Politics. Focus on the importance of procedures and rules, including election and electoral laws, in determining how preferences are translated into political outcomes. Includes some theory and case studies from the United States and other political systems. Prerequisite, 112 or 116. Maximum enrollment, 35. Winsky.

329S The American Electoral Process. Examination of the various components of the American electoral process, including voting behavior, the role of issues, money, political parties, candidates, and the mass media. Focus on national politics, particularly contemporary presidential elections. Prerequisite, 116. Maximum enrollment, 35. Winsky.

[330S] Leadership. Analysis of the meaning and significance of leadership in politics and administration. Consideration of the strategies and tactics of leadership, including case studies from the public, for-profit, and not-for-profit sectors. Prerequisite, two courses in Government, including 112, 116, or 117. (Next offered 1992-93.) Maximum enrollment, 35.

[331F] Organization Theory. Comparative study of organizational phenomena such as decision-making, hierarchy, specialization, and decentralization. Case studies include the structure of New York City government. Prerequisite, one course in social science or consent of instructor. (Offered in alternate years.) Maximum enrollment, 35.

[332F] International Law and Organizations. The development, current utility, and future growth of the international legal system, including the United Nations. Selected topics include the laws of war, international legal protection of human rights, the global environment, International Court of Justice, and the practice of diplomacy. Oral and written work required. Prerequisite, two courses in Government, including 114. Maximum enrollment, 20.

[334S] Equality and the Constitution. The ethics and politics of equal protection litigation; questions of discrimination respecting race, sex, age, and economic status. Prerequisite, one course above the 100 level in either Government or Philosophy, or consent of instructor. Open to juniors and seniors only. (Same as Philosophy 334.) (Next offered 1992-93.) Maximum enrollment, 35.

[335S] The Criminal Justice System. A survey and analysis of American institutions responsible for detecting, preventing, and punishing criminal behavior. Emphasis on case law and on the conflict between professionalism and democratic ideology within agencies of social control. Prerequisite, 241. Maximum enrollment, 35.

337F Politics of Industrial Societies. The political economy of the advanced capitalist states of Europe, North America, and Japan. Concentrates on state regulation of the economy (state intervention and industrial policy), social welfare and distributive issues, and the effects of various patterns of political and social division on policy results. (Writing-intensive.) Prerequisite, 112 or 116 or 214. Maximum enrollment, 20. Van Atta.

[340] East Asian International Relations. Examination of structural, cultural, ideological, and organizational factors that have shaped foreign policy of East Asian countries since World War II. Topics include the rise of Japan and the NICs (Newly Industrialized Countries), the Japan-U.S. economic conflict and cooperation, China's open door policy, the possibility of a Pacific Economic Community, and regional security issues. Emphasis on the interaction of politics and economics, the linkages between domestic and foreign policies, and the interdependence of major powers and small states. Prerequisite, 112 or 114. (Offered in alternate years.) Maximum enrollment, 35.

355F The European Community in World Affairs. Examination of the origins and development of the European Community (EC). Topics include theories of economic and political integration; evolution of EC institutions; relations between the EC and the United States, Soviet Union, and the Third World; development of the European monetary system; problems of European political cooperation. (Writing-intensive.) Prerequisite, 112 or 114. Maximum enrollment, 20. Cafruny.

374S War and Politics. Examination of competing theoretical approaches and empirical evidence concerning the sources, nature of, and consequences of armed interstate conflict. Examples drawn from historical and contemporary cases. (Writing-intensive.) Prerequisite, 114. Maximum enrollment, 20. Auger.

[375F] Politics and Ideology in Public Education. Examination of reform movements in public education. Discussion of purpose(s) of public education in a liberal society and political conflicts over education. Prerequisite, 116 or 117, or consent of instructor. Maximum enrollment, 35.

[376S] American Political Tradition. Examination of American values and their roles in the political system. Emphasis on the relationship between American ideals and American institutions. Prerequisite, 116 or 117. (Next offered 1992-93.) Maximum enrollment, 35.

[377S] Contemporary Political Thought. Examination of two central controversies in contemporary political thought: 1) the liberal/communitarian debate over the status of liberalism, utilitarianism, and the rights thesis; and

2) the radical critique of modernity. Emphasis on the works of Rawls, Dworkin, Nozick, Sandel, Horkheimer and Adorno, Marcuse, and Nietzsche. Prerequisite, 117 or consent of instructor. (Next offered 1992-93.) Maximum enrollment, 35.

381S National Security and Defense Policy. Examination of the use of force in the international system, with emphasis on postwar American planning and strategy. Topics include nuclear deterrence and war-fighting, NATO, the Vietnam war, the politics of weapons procurement, and the impact of technological change on military competition. Prerequisite, 114; 290 strongly recommended. Maximum enrollment, 35. Auger.

382S Practicum in Public Policy. For full description, see Public Policy 382. Prerequisite, Public Policy 251. Maximum enrollment, 35. Wyckoff.

386F Theories of International Relations. Survey of competing approaches to the study of international politics. Realism, Marxism, transnationalism and regime analysis, and the problem of international system transformation. Some attention to research methods. Should be completed by the end of the junior year. Prerequisite, 114. Maximum enrollment, 35. Auger.

392S Seminar in Conflict and Diplomacy in the Middle East. An examination of the historical origins and dynamics of contemporary conflicts in the Middle East and of diplomatic efforts to resolve them. Emphasis on the Arab-Israeli conflict, but inter-Arab conflicts and the role of powers external to the region also studied. Prerequisite, 114 or 116, or consent of instructor. Maximum enrollment, 12. Atherton.

550-551 Senior Project. A two-semester senior project, culminating in a thesis. Required for all concentrators in the Department. Open to concentrators only. The Department.

Greek, Ancient

See Classics.

Greek, Modern

See Critical Languages.

Hebrew, Modern

See Critical Languages.

History

Faculty

Alfred H. Kelly, *Chair*
Douglas Ambrose
J. Eric Duskin
Maurice Isserman
Esther S. Kanipe
Maureen C. Miller
Robert L. Paquette
Eugene M. Tobin
Thomas A. Wilson

Special Appointments

Harry C. Payne
Andrea G. Tyndall

A concentration in History consists of nine courses, including no more than two courses at the 100 level and at least three electives at the 300 level or higher. These courses should provide acquaintance with a minimum of two areas (Africa, Asia, Europe, Latin America, Russia, the United States) and experience in depth in one of them. The Department encourages concentrators to develop competence in a foreign language and to use this competence, where appropriate, in their historical reading and research.

Beginning with the Class of 1994, a concentration in History will consist of ten courses. Each concentrator must take a 100-level history course at Hamilton. No more than two 100-level courses may count toward the concentration. An Advanced Placement credit in History may be substituted for the second 100-level course. At least four electives must be at the 300 level or higher. These courses should provide acquaintance with a minimum of three areas (Africa, Asia, Europe, Latin America, Russia, the United States), and experience in depth in one of them.

Concentrators may fulfill the Department's Senior Program requirement through satisfactory completion of either of the following options:

Research Seminar (401-403: one course credit each)
Concentrators may fulfill the Senior Program requirement through satisfactory completion of one 400-level research seminar. These courses may emphasize the critical evaluation of scholarship in a specific field, culminating in a historiographic essay, or primary research, culminating in an original essay.

Senior Thesis (550: one course credit)
Concentrators with a departmental grade point average of 88 or higher may, with the permission of the Department, pursue an individual project under the direct supervision of a member of the Department.

Students may earn departmental honors through distinguished achievement in their course work, including 550. A minor in History consists of five courses, of which only one can be at the 100 level and at least one must be at the 300 level or higher, as approved by the Department.

102F Atlantic World in the Era of the Slave Trade. Survey of the development of the world economy from the fifteenth to the nineteenth

centuries, with emphasis on the interrelations of Western Europe, Africa, and the Americas. Stress on basic skills in the study of history. Maximum enrollment, 40. Paquette.

103F Trade, Travel, and Conquest in the Mediterranean, 500-1500. Introduction to the cultures and political entities that ringed the Mediterranean in the Middle Ages. Emphasis on cultural, political, and economic interaction of Byzantium, the Islamic World, and Western Europe. Topics include the rise of Islam and its effects; pre-modern political organization (empires, caliphates, and kingdoms); travelers and traders (Marco Polo and Ibn Battuta); Holy War (the Crusades and the rise of Saladin); piracy. Stress on basic skills in the study of history. Maximum enrollment, 40. Miller.

[104] Europe in the Modern World. A survey of the political, economic, social, and intellectual developments that have shaped Europe and its role in the modern world. Stress on basic skills in the study of history. Maximum enrollment, 40.

105S Introduction to East Asian Cultures: China and Japan. General introduction to the cultures of China and Japan, with an emphasis on the distinctive characteristics of each. Lectures on religio-philosophical and literary developments, political institutions, social and gender hierarchies, and the Chinese and Japanese languages. Stress on basic skills in the study of history. Maximum enrollment, 40. Wilson.

106F European Revolutions, 1789-1945. Survey of nineteenth and twentieth century revolutions in Europe, concentrating on political, economic, social, and cultural causes of revolution, and the impact of revolutions on the development of modern society. Stress on basic skills in the study of history. Maximum enrollment, 40. Tyndall.

107S Modern European Jewish History. An introduction to European Jewish history beginning with the French Revolution and ending with the Holocaust. Examination of the major themes of emancipation, assimilation, Zionism, and the Final Solution, highlighting the internal dynamics and external influences on the historical development of European Jewry. Stress on basic skills in the study of history. Maximum enrollment, 40. Tyndall.

108S The Colonial Expansion of Europe, 1400-1713. Survey of European colonial expansion, especially into the Western hemisphere. Topics include internal forces encouraging expansion; relations with and impact on indigenous peoples; settlement patterns; development of colonial empires; rise of slavery and unfree labor; question of colonial identity and relation to European nations. Stress on basic skills in the study of history. Maximum enrollment, 40. Ambrose.

109F The Emergence of Modern Western Europe, 1500-1815. Survey of transformation of Western Europe from the Renaissance through Napoleon. Focus on social, political, economic, and intellectual

developments; examination of primary sources and secondary studies. Stress on basic skills in the study of history. Maximum enrollment, 40. Ambrose.

[110F] Greek Civilization. For full description, see Classical Studies 110. (Next offered 1993-94.)

111F Women in Modern Europe. Survey of the history of European women since the Middle Ages; evolution of women's roles in families, employment, and communities; women's struggles as religious, revolutionary and/or feminist rebels. Stress on basic skills in the study of history. Maximum enrollment, 40. Kanipe.

112F,S Industry and Politics in Modern Europe. Comparative survey of industrial development in England, Germany, and Russia, with emphasis on the transformation of the rural economy, cities, daily life, and the growth of working-class politics. Stress on basic skills in the study of history. Maximum enrollment, 40. Duskin.

[120F] Roman Civilization. For full description, see Classical Studies 120. (Next offered 1992-93.)

201S Introduction to American Studies. For full description, see American Studies 201. (Writing-intensive.) Prerequisite, one 100-level history course, or English 150 or 200. Maximum enrollment, 20. Isserman.

[203F] African-American History to 1865. For full description, see Africana Studies 203. Prerequisite, one 100-level history course or 210, or Africana Studies 101, or consent of instructor.

206F Medieval Europe. A survey of Western Europe in the Middle Ages, concentrating on the development of political, social, and religious institutions and medieval contributions to Western cultural traditions. Prerequisite, one 100-level history course. Maximum enrollment, 40. Miller.

[210F] African History to 1885. For full description, see Africana Studies 210. Prerequisite, one 100-level history course or 203, or Africana Studies 101.

[211S] African History since 1885. For full description, see Africana Studies 211. Prerequisite, 210 or consent of instructor.

[212F] Modern Germany: 1789 to the Present. Political, cultural, and social developments, with emphasis on the authoritarian versus the liberal tradition, unity and modernization, the World Wars, and Nazi tyranny. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40.

214S France since 1789. A survey of developments in state-society relations in modern France, with an emphasis on political revolutions; long-

term economic transformations; changing roles of class and gender in social organization; and impact of the World Wars. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40. Kanipe.

218F Europe in the Twentieth Century. Social, economic, and demographic developments in Europe since 1900. Emphasis on the impact of the two World Wars, the Great Depression, authoritarianism, post-industrial society and the welfare state, and the collapse of colonial empires. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40. Kanipe.

221F Imperial Russia. The Russian Empire from Peter the Great to 1917. Special emphasis on autocratic politics, social and cultural development, and the rise of an industrial working class and revolutionary intelligentsia. Prerequisite, one 100-level history course. Maximum enrollment, 40. Duskin.

222S The Soviet Union. The collapse of the Tsarist regime and the establishment of a Bolshevik party-state; industrialization and Stalin's dictatorship; the U.S.S.R. in World War II and up to the present. Prerequisite, one 100-level history course. Maximum enrollment, 40. Duskin.

225F Modern European Intellectual History: 1600-1830. Origins and development of the modern Western mind. Emphasis on the Scientific Revolution, modern political theories, the rise of secularism, the Philosophes and the Enlightenment, romanticism, conservatism, nationalism, and German idealism. Prerequisite, one 100-level history course. Maximum enrollment, 40. Kelly.

226S Modern European Intellectual History: 1830 to the Present. Intellectual responses to the modern world. Emphasis on liberalism, positivism, Marxism, Darwinism, racism, the challenge of Nietzsche, the rise of social sciences and historicism, discovery of the unconscious, the problem of the masses, fascism, communism, and existentialism. Prerequisite, 225 or consent of instructor. Maximum enrollment, 40. Kelly.

[228F] The Family in Modern History. A study of marriage, sex, and the family from the sixteenth through the nineteenth centuries in Europe and America. Prerequisite, one 100-level history course. Maximum enrollment, 40.

230S History of Black Political Thought in the Nineteenth and Twentieth Centuries. For full description, see Africana Studies 230. Prerequisite, one 100-level history course or Africana Studies 101. Maximum enrollment, 40. Taylor.

235F Social and Economic History of the Caribbean since Slavery. For full description, see Africana Studies 235. Prerequisite, one 100-level history course or Africana Studies 101. Maximum enrollment, 40. Taylor.

241F American Colonial History. A survey of American origins, with an emphasis on colonial ideas and institutions, the growth of democracy, the progress of the Revolution, and the emergence of a new nation. Prerequisite, one 100-level history course. Maximum enrollment, 40. Ambrose.

[246S] American Diplomatic History. A survey of American diplomacy, with emphasis on the political, economic, and ideological factors that influenced the formulation of foreign policy and the conduct of foreign affairs. Prerequisite, one 100-level history course. Maximum enrollment, 40.

247F Red, White, and Black in the Early Americas. For full description, see Africana Studies 247. Prerequisite, one 100-level history course or Africana Studies 101. Maximum enrollment, 40. Taylor.

251S Nineteenth Century America. A survey of American life from 1789 to 1900, with emphasis on the origins of political parties, the growth of democracy, sectional conflict and war, and the transformation of America from an agrarian to an industrial state. Prerequisite, one 100-level history course. Maximum enrollment, 40. Paquette.

253F Recent American History. A survey of developments in American political, economic, and social life, and the role of the United States in world affairs since 1900. Emphasis on conflict and consensus through peace and war, conservatism and liberalism within the political mainstream, and problems of contemporary America. Prerequisite, one 100-level history course. Maximum enrollment, 40. Isserman.

260S Latin America. A survey of the forces that have shaped Latin American society since the Spanish conquest, with emphasis on dependency and underdevelopment, revolution, social structure, and relations with the United States. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40. Paquette.

[265S] The Worker in American History. An exploration of the social history of work and working people from the Industrial Revolution to today's "deindustrialization." Examines worker aspirations, actions and organizations, and changes in labor force with the entrance of immigrants, women, and minorities; evaluation of employer labor policies, government initiatives, and economic developments on the lives of workers. Prerequisite, one 100-level history course. Maximum enrollment, 40.

270F Cultural and Political Traditions of Japan. Survey from late prehistoric times to the unification of Japan under the Tokugawa government. Focuses on the interplay between native and foreign cultures in early Japan, political and social tensions between regional power and central authority, and the role of Shinto and Buddhism in Japanese culture. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40. Wilson.

272S Modern Japan: 1600 to the Present. Survey from the unification of Japan under the Tokugawa government to the economic reconstruction after World War II. Focuses on the social impact of economic reforms on the samurai class, nativism and nationalism, fascism and the Pacific War, and Japan's rise to a world economic power. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40. Wilson.

[277S] Conservative Thought in the United States. A survey of important conservative thinkers and their writings, from the Founding Fathers to the New Right. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40.

[280F] Cultural and Political Traditions of China. Survey from the late neolithic cultures to the consolidation of empire in late imperial times. Consideration of such topics as feudalism in ancient China, Confucianism, Taoism, and Buddhism; the decline of aristocratic rule and the emergence of the Confucian gentry and civil bureaucracy in late medieval times. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40.

[285S] Modern China: 1644 to the Present. Survey from the height of imperial power in the Ch'ing dynasty to the early post-Mao era. Consideration of such topics as the intellectual reforms in the Ch'ing; the arrival of the Western powers; Marxism and Maoism and the revolution: from opposition to the monarchy and anti-imperialism to civil war and social transformation. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40.

289S Renaissance and Reformation Europe. A survey of Western Europe in the fifteenth and sixteenth centuries, focusing on the Humanist movement and its relation to religious Reformations, Protestant and Catholic. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40. Miller.

[301S] The Philosophy of History. An examination of such enduring issues as causation, general laws, fact and explanation, objectivity, pattern and meaning, uniqueness, and the role of the individual. Readings from classic and contemporary texts, with emphasis on the practical, historiographical implications of philosophical theories. (Writing-intensive.) Prerequisite, two 200-level history courses or one 100-level history course and one course in Philosophy. (Same as Philosophy 301.) Maximum enrollment, 20.

[303S] Russia Before Peter the Great. The early Kievan state and the Mongol conquest; the rise of Moscow; enserfment of the peasantry; reform and state terror under Ivan the Terrible; civil war, cultural ferment, and the

rise of absolutism in the seventeenth century. (Writing-intensive.) Prerequisite, 221 or consent of instructor. Maximum enrollment, 20.

[306S] Topics in Medieval History. Selected issues in the history of medieval Europe. (Writing-intensive.) Prerequisite, 206 or consent of instructor. Maximum enrollment, 20.

[309F] Seminar: Women in Africa. For full description, see Africana Studies 309. Maximum enrollment, 12.

[310S] Seminar: African-American Women in the United States. For full description, see Africana Studies 310. Prerequisite, 203 or 350, or consent of instructor. Maximum enrollment, 12.

314S Nazi Germany. Origins of the Nazi movement; Hitler and the Nazi Party; daily life in the Third Reich; origins and causes of World War II; the Holocaust. (Writing-intensive.) Prerequisite, 212 or 218, or consent of instructor. (Offered in alternate years.) Maximum enrollment, 20. Kelly.

[322S] Studies in Russian Intellectual Dissent. An examination of the social, philosophical, and ethical foundations of intellectual opposition in Russia and the Soviet Union from the 1820s to the present. (Writing-intensive.) Prerequisite, 221 or 222, or consent of instructor. Maximum enrollment, 20.

328S Stalin and Stalinism. Political, economic, and cultural aspects of the U.S.S.R. during Stalin's rule. (Writing-intensive.) Prerequisite, 222. (Offered in alternate years.) Maximum enrollment, 20. Duskin.

329F Seminar in European Intellectual History. Topic for 1991-92: Origins of Science, Presocratics to Newton. (Writing-intensive.) Prerequisite, 225, or Philosophy 201 or 202, or consent of instructor. (Offered in alternate years.) Maximum enrollment, 12. Kelly.

[330F] Topics in Latin American History. (Writing-intensive.) Prerequisite, 260 or consent of instructor. (Offered in alternate years.) Maximum enrollment, 20.

338F Topics in Chinese History. Topic for 1991-92: Heroes and Bandits in Chinese History and Literature. Readings from several of China's greatest literary works (including histories, novels, drama, and poetry) such as Ssu-ma Ch'ien's *Records of the Grand Historian* and the *Romance of the Three Kingdoms*. Reexamination of widely held assumptions about history and fiction with discussions and writing assignments on the role played by different genres as sources for our knowledge about the past; emphasis on the author's attitudes in shaping narrative accounts of heroes, bandits, assassins, scholars, women, and emperors. (Writing-intensive.) Prerequisite, 280 or 285, or consent of instructor. Maximum enrollment, 20. Wilson.

[340S] Studies in Twentieth Century Europe. Examination of a topic in the history of twentieth century Europe. (Writing-intensive.) Prerequisite, one 200-level course in European history or consent of instructor. Maximum enrollment, 20.

[341F] Studies in American Colonial History. Selected problems in colonial history, with emphasis on the Revolutionary period. (Writing-intensive.) Prerequisite, 241. Maximum enrollment, 20.

343S Seminar: Revolutionary America. Examination of American society, 1760-1790. Emphasis on internal tensions; imperial relations; revolutionary movement, war, and its consequences; independence and establishment of new political and social order. (Writing-intensive.) Prerequisite, 241 or consent of instructor. Maximum enrollment, 12. Ambrose.

344S Studies in Women's History. Examination of a topic in the history of European and North American women. (Writing-intensive.) Prerequisite, one 200-level course in European or American history, or one 100-level history course and one course in Women's Studies, or consent of instructor. (Offered in alternate years.) Maximum enrollment, 20. Kanipe.

[346S] Studies in American Diplomatic History. Major themes in American diplomatic history, with an emphasis on Manifest Destiny and mission in the conduct of foreign affairs. (Writing-intensive.) Prerequisite, 246. Maximum enrollment, 20.

350F Slavery and the Civil War. A study of the causes and consequences of the Civil War, with emphasis on antebellum society, sectional tensions, Abraham Lincoln, and military strategy. (Writing-intensive.) Prerequisite, 251, or Africana Studies 101, or consent of instructor. (Same as Africana Studies 350.) Maximum enrollment, 20. Paquette.

352S Women and the American Social Reform Tradition. An examination of women's participation in the issues and movements that have shaped American politics and society from the eighteenth through the twentieth centuries. Topics include women in the early republic, evangelical Protestantism, temperance, women's rights and women's suffrage, abolitionism and women's participation in the Civil War, populism and progressivism, settlement houses, the labor movement, the New Deal, civil rights, and the women's liberation movement. (Writing-intensive.) Prerequisite, 251 or 253, or consent of instructor. (Same as Women's Studies 352.) Maximum enrollment, 20. Isserman.

[353S] Seminar in Recent U.S. History. (Writing-intensive.) Prerequisite, 253 or consent of instructor. Maximum enrollment, 20.

[355S] Topics in Nineteenth Century American History. (Writing-intensive.) Prerequisite, 251 or consent of instructor. Maximum enrollment, 20.

[356S] Contemporary America. An intensive analysis of the major political, social, and intellectual changes in American society since 1933. Special attention to the New Deal reforms of the 1930s, the diplomatic and domestic impact of World War II, the origins of the Cold War and McCarthyism, the fate of democratic liberalism from Truman to Reagan, and the successes and failures of the civil rights, anti-war, and feminist movements. (Writing-intensive.) Prerequisite, 253. Maximum enrollment, 20.

359S Studies in American Progressivism. An intensive study of the major political, social, and intellectual transformation in American society between 1890 and 1940; emphasis on the Progressive Era, World War I, the era of alleged "normalcy" in the 1920s, the Great Depression, and the New Deal. (Writing-intensive.) Prerequisite, 253. Maximum enrollment, 12. Tobin.

[360F] Topics in East Asian History. Exploration of a significant topic in the history of several East Asian countries. (Writing-intensive.) Prerequisite, 270 or 280, or consent of instructor. Maximum enrollment, 20.

370F Seminar on the Enlightenment. Exploration of European culture of the eighteenth century through the texts of its most provocative and influential thinkers. (Writing-intensive.) Prerequisite, 225 or consent of instructor. Maximum enrollment, 20. Payne.

371S Seminar in Documentary Research: The Caribbean During Slavery. For full description, see Africana Studies 371. Prerequisite, 235, or Africana Studies 101, or consent of instructor. Maximum enrollment, 12. Taylor.

[372F] The Crusades. Examination of the expansion of Western Europe into the Eastern Mediterranean through the crusading movement. Emphasis on the development of the concept of Holy War; cultural conflict and assimilation; and the social, economic, political, and religious conditions in Western Europe that gave rise to the Crusades. (Writing-intensive.) Prerequisite, 206 or consent of instructor. Maximum enrollment, 20.

[375F] Topics in Japanese History. (Writing-intensive.) Prerequisite, 272 or consent of instructor. Maximum enrollment, 20.

378F Topics in American Biography. The art of reading and writing historical biography. Emphasis on the interaction of evidence, interpretation, audience, imagination, and writing style. (Writing-intensive.) Prerequisite, one 200-level course in American history. Maximum enrollment, 20. Ambrose.

401F,S Research Seminar in American History. Critical evaluation of scholarship in a selected topic culminating in a historiographic essay, or primary research in a selected topic culminating in an original interpretive essay. Senior Program option. Prerequisite, concentration in History, or

consent of instructor. Open to seniors only. Maximum enrollment in each section, 12. The Department.

402F,S Research Seminar in European History. Critical evaluation of scholarship in a selected topic culminating in a historiographic essay, or primary research in a selected topic culminating in an original interpretive essay. Senior Program option. Prerequisite, concentration in History, or consent of instructor. Open to seniors only. Maximum enrollment in each section, 12. The Department.

403S Research Seminar in East Asian History. Critical evaluation of scholarship in a selected topic culminating in a historiographic essay, or primary research in a selected topic culminating in an original interpretive essay. Senior Program option. Prerequisite, concentration in History, or consent of instructor. Open to seniors only. Maximum enrollment, 12. The Department.

417S Seminar in Christianity and Classical Culture. A study of Christianity and its surrounding culture between 100 and 400 C.E., including the relationships among Christianity and Judaism, the Greco-Roman philosophers, the governmental authorities, and other Greco-Roman religions. Readings from both Christian and non-Christian authors. Prerequisite, two courses in Ancient Mediterranean Civilization or related fields (e.g., Art, Classics, History, Philosophy, Religion), or consent of instructors. (Same as Classics 417 and Religion 417.) Maximum enrollment, 12. Humphries-Brooks and Miller.

550F,S Senior Thesis. A project limited to senior concentrators in History, resulting in a thesis supervised by a member of the Department. Required of candidates for departmental honors. The Department.

History of Art

See Art.

Italian

See Critical Languages.

Japanese

See East Asian Languages and Literature.

Latin

See Classics.

Latin American Studies

The interdisciplinary minor in Latin American Studies is administered by a faculty committee including Professors Robert Paquette (Chair) (History) and Carol Drogus (Government). The minor consists of five courses selected from the list below. Government 216 or Sociology 225, History 260, and at least one of the indicated courses in Spanish are required. Students considering courses at other institutions in the United States or abroad should consult as early as possible with Professor Paquette.

Government

216S	**Politics in Latin America**

History

260S	**Latin America**
[330F]	**Topics in Latin American History**

Linguistics

[247S]	**Sociolinguistic Constructions of the Hispanic**

Sociology

[225S]	**Latin American Society**
[360S]	**Seminar on Revolution in Central America**
[425F]	**Seminar on the Nicaraguan Revolution**

Spanish

135S	**Intensive Spanish II**
140F,S	**Fourth Term Spanish**
150S	**Spanish for Native Speakers**
200F,S	**Advanced Spanish**
[230F]	**The Hispanic U.S.A.**
240S	**Spanish American Civilization**
[260F]	**Introduction to Spanish American Literature**
[315S]	**Modernismo**
[320]	**Contemporary Latin American Novel**
[321S]	**Contemporary Latin American Narrative in Translation**
[325S]	**Twentieth Century Latin American Poetry**
340F	**Latin American Women Writers**
370S	**Special Topics in Spanish Literature**

Linguistics

Bonnie Urciuoli (FS), *Program Director*
Brenda Farnell

The interdisciplinary program in Linguistics is administered by a faculty committee including Professors Jean D'Costa (Acting Program Director) (English), Mary Beth Barth (Critical Languages), Stuart Hirshfield (Mathematics), Hong Gang Jin (Chinese), Peter Rabinowitz (Comparative Literature), Richard Somer (Rhetoric and Communication), and Debao Xu (Chinese). Linguistics courses foster an understanding of such areas as communication, culture, folklore, language change, and human thought processes.

A concentration in Linguistics consists of four core courses: 100, 200, 225, and 301, and four additional courses from those listed below in the Departments of English, Mathematics, Philosophy, Psychology, and Romance Languages. With the consent of the Program Director, additional courses may be substituted for these electives from the offerings in Anthropology, Comparative Literature, English, Mathematics and Computer Science, Philosophy, Psychology, Sociology, and Rhetoric and Communication. Two years of a foreign language are required, whether the course work has been done at Hamilton, abroad, through transfer credit, or through AP credit. In lieu of a foreign language, students may take two courses on the structure of two different languages. Concentrators are required to take 550 (Senior Seminar) in their senior year. In order to be eligible to work for honors, a student must receive the grade of A- or above in 550. To be considered for honors, students must take 551 (Honors Seminar). A minor in Linguistics consists of the four core courses plus one elective approved by the Program Director.

100F Introductory Linguistics. A general examination of the study of language and the linguistic theories (Structuralism, Transformational Grammar) that have had the most pervasive influence on linguistics and cognate disciplines. Topics include the existence of universal form, language and mind, biological foundations of language, and language change. Farnell.

200S Semantics and Pragmatics. An examination of meaning in language: reference, speech act theory, metaphor and deixis. Connections with fields of philosophy, anthropology and literature are drawn. (Writing-intensive.) Linguistics 100 recommended. (Same as Anthropology 200 and Rhetoric and Communication 200.) Maximum enrollment, 20. Farnell.

[205S] White Words, Black Voices. A study of dialects and creoles in the Western hemisphere arising from the contact of English dialects and African languages. Emphasis on the processes of pidginization, creolization, and language diffusion. Study of texts drawn from the Caribbean and the Americas in the eighteenth and early nineteenth centuries. No prerequisites but knowledge of a foreign language beneficial. (Same as Africana Studies 205.) Maximum enrollment, 40. D'Costa.

225S Phonetics and Phonology: The Analysis of Sound. How the sounds of language are produced. The structure of sound systems in a variety of languages (including non-European). Organizing your own field projects: data collection, transcription, and analysis. (Same as Anthropology 225 and Rhetoric and Communication 225.) Maximum enrollment, 12. Farnell.

230F Psycholinguistics and Language Acquisition. Introductory survey of psychological and linguistic approaches to the study of communication. Topics include relation of linguistics and psychology; influence of language on perception, memory, and thought; biological foundations of language; and language acquisition in children and adults. Prerequisite, 100 or consent of instructor. (Same as Psychology 230.) Jin.

[244F] Language, Self, and Society. How language creates the self in particular social contexts. The relation between language, power, and social structure. The politics of having your voice heard across boundaries of class, race, ethnicity, gender, and disability. (Same as Anthropology 244, Sociology 244, and Rhetoric and Communication 244.) (Offered in alternate years.)

[247S] Sociolinguistic Constructions of the Hispanic. Linguistic, cultural and social aspects of American Hispanic bilingualism in the United States. Topics include language variation; social and linguistic definitions of class, family, and rural vs. urban dichotomy; English and Spanish bilingualism; the politics of bilingualism. Linguistics 100 recommended, or consent of instructor. Open to sophomores, juniors, and seniors only. (Same as Anthropology 247, Latin American Studies 247, and Sociology 247.) (Offered in alternate years.)

251F Language, Culture, and Performance. The linguistic perspective on oral performances such as personal narration, poetry composed as it is being performed, myths, and other forms of artistic discourse to be found in different cultures. (Same as Anthropology 251 and Rhetoric and Communication 251.) (Offered in alternate years.) Farnell.

275S Native American Languages and Cultures. An examination of how language structure and use creates particular views of "reality" in selected Native American cultures. Topics include spaces and places—creating the environment; verb tense and concepts of time; names and naming practices; portraits of "the whiteman"; philosophy and morals through storytelling; Plains Indian sign language; historical survey of languages and populations from contact to the present day. (Writing-intensive.) (Same as Anthropology 275.) Maximum enrollment, 20. Farnell.

[300S] Communication Theory. For full description, see Rhetoric and Communication 300. (Offered in alternate years.)

[301S] Advanced Topics in Linguistic Theory. In-depth coverage of a particular aspect of linguistic theory. Prerequisite, 100 or consent of instructor. (Offered in alternate years.)

550F Senior Seminar. Readings in advanced linguistic theory combined with empirical research on a topic of the student's own choice. A final essay interpreting the results. Required of senior concentrators. Farnell.

551S Honors Seminar. Continues the work of the Senior Seminar and culminates in a research thesis of not more than fifty pages. Required for honors. Farnell.

Related courses offered in other disciplines:

English

[346S] History of the English Language

French

[265F] Romance Linguistics

Mathematics and Computer Science

246S Artificial Intelligence

Philosophy

[440S] Wittgenstein
[480S] Seminar in Relativism
495S Seminar in Philosophy of Language: Words and Objects

Psychology

[290] The Psychology of Language and Thought

Spanish

[275S] The Evolution of the Spanish Language

Literature

See Classics, Comparative Literature, East Asian Languages and Literature, English, German and Russian Languages and Literatures, and Romance Languages and Literature.

Mathematics and Computer Science

Faculty
Richard E. Bedient, *Chair*
John T. Anderson
Vivian Anderson
Sally Cockburn
Richard W. Decker
Stuart H. Hirshfield
Robert Kantrowitz
Timothy J. Kelly
Larry E. Knop (S)
Robert Redfield

Special Appointment
Deborah Payne

Mathematics

A concentration in Mathematics consists of the required courses 113, 114, 224, either 235 or 251, 314, 325, 437, and two electives of which at least one must be at the 300 level or higher and neither may be 467. Seniors should take 437 in the fall, and they should complete all of the lower numbered required courses, with at most one exception, prior to that time. Physics 200 may be counted as an elective toward the concentration. Students may earn departmental honors through distinguished achievement in 467. A minor in Mathematics consists of 113, 114, 224, and two approved electives of which at least one must have 224 as a prerequisite.

Computer Science

A concentration in Computer Science consists of the required courses 113 or 114, 123, 140, 241, 242, 343, 346, 348, and 447. Seniors should take 447 in the fall and they should complete all of the lower numbered required courses, with at most one exception, prior to that time. Students may earn departmental honors through distinguished achievement in 467. A minor in Computer Science consists of 123, 140, 241, 242, and one course from among 343, 346, and 348.

100S Statistical Reasoning and Data Analysis. An introductory course intended to develop an understanding of and appreciation for the statistical approach to problems in business and the natural, social, and behavioral sciences. Not open to students who have taken Economics 265, Government 230 (430), or Psychology 280. May not be counted toward either concentration. Maximum enrollment in each section, 25. The Department.

102F Pre-Calculus Problem Solving. An approach to pre-calculus mathematics stressing problem solving, with special emphasis on the concept of function in algebra and trigonometry. Designed specifically for those who may wish to go on to calculus. Placement subject to the approval of the Department. Not open to students who have taken 101 or 105. May not be counted toward either concentration. Maximum enrollment, 20. Kelly.

[103F] Explorations in Mathematics. Experiencing mathematics as a common-sense activity. Practical and elementary puzzles and problems drawn from arithmetic, geometry, statistics, combinatorics, and game theory. May not be counted toward either concentration. (Next offered 1992-93.) Maximum enrollment in each section, 25.

105F,S Mathematical Foundations. An in-depth study of selected topics from algebra, with special emphasis on functions, problem solving, and applications. May not be counted toward either concentration. Maximum enrollment, 25. Payne.

113F,S Calculus and Analytic Geometry. Introduction to the differential and integral calculus of a single variable. Topics include limits, continuity, derivatives, max-min problems, and integrals. Four hours of class. The Department.

114F,S Calculus and Analytic Geometry. A continuation of the study begun in 113 and an introduction to the study of differential and integral calculus of several variables. Four hours of class. Prerequisite, 113 or placement by the Department. Successful completion of 114 carries credit equivalent to 113 for advanced placement students. The Department.

123S Discrete Mathematics. An introduction to the basic ideas and techniques of discrete mathematics. Topics include logic, set theory, relations and functions, induction and recursion, counting techniques and probability, graphs, formal languages, and abstract machines. The Department.

140F,S Introduction to Computer Science. An introduction to computer science and problem solving techniques using HyperCard. Provides a broad survey of the discipline while emphasizing the computer's role as a tool for describing, organizing, and manipulating information. Serves as a terminal course for students who want a one-course introduction to the field, as well as a preliminary course to upper-level Computer Science offerings. May not be counted toward the Mathematics concentration. Maximum enrollment in each section, 30. Decker and Hirshfield.

[215F] Multivariable Methods. Topics in vector calculus, generalizing those from 114, including divergence, curl, line and surface integrals, Stokes theorem, and applications to science, engineering, and other areas. Prerequisite, 114 or consent of instructor.

224F,S Linear Algebra. An introduction to linear algebra: matrices and determinants, vector spaces, linear transformations, linear systems, and eigenvalues; mathematical and physical applications. (Writing-intensive.) Prerequisite, 113 and either 114 or 123. Maximum enrollment in each section, 20. The Department.

235S Differential Equations. Theory and applications of differential equations, including first-order equations, second-order linear equations,

series solutions, systems of equations, introduction to partial differential equations, and Fourier series. Prerequisite, 114 and 224. The Department.

241F,S Computer Science I. An overview of the fundamental concepts of computer science, using the vehicle of a modern high-level programming language. Topics include an introduction to Pascal, program specification and verification, and design methodology. Fall sections not open to first-year students. Prerequisite, 140 or consent of instructor. Maximum enrollment, 30. Decker.

242F,S Computer Science II. An introduction to the common data structures and algorithms using these structures. Topics include analysis of algorithms and abstract data types, including lists, stacks, queues, trees, graphs, and sets. Prerequisite, 123 (may be taken concurrently) and 241, or placement by the Department. Decker.

246S Artificial Intelligence. An interdisciplinary study of the relationship between digital computers and human intelligence. Topics include formal definitions of computation; knowledge representation schemes; AI programming languages; computer models for problem solving, game playing, theorem proving, pattern recognition and vision, and natural language processing; philosophical and sociological perspectives. Prerequisite, 140 or consent of instructor. (Same as Psychology 246.) Maximum enrollment, 30. Hirshfield.

[248F] Formal Languages and Theory of Computation. An introduction to the basic theoretical principles of computer science that are embodied in formal languages, automata, computability and complexity theory. Topics include finite automata, pushdown automata and parsing, Turing machines, regular and context-free languages, the halting problem, and unsolvability. Prerequisite, 123 and either 224 or 242, or consent of instructor.

249S Topics in Computer Science I. Study of an area in computer science. Content, differing from year to year, typically chosen from computer organization, numerical analysis, and artificial intelligence. May be taken more than once with consent of instructor. Prerequisite, 242. The Department.

251F Probability Theory and Applications. An introduction to probability, including probability spaces, random variables, expected values, multivariate distributions, and the central limit theorem, with applications to other disciplines. Prerequisite, 114 and 224 (may be taken concurrently). Knop.

261S Higher Geometry. Topics in geometry selected from affine, projective, non-Euclidean geometry, Euclidean geometry, and Euclidean geometry studied by non-traditional methods. Prerequisite, 224 or consent of instructor. J. Anderson.

314F,S Real Analysis I. An introduction to analysis. Topics include sequences, series, continuity, and metric spaces. (Writing-intensive.) Prerequisite, 114 and 224. Maximum enrollment, 20. The Department.

[315S] Real Analysis II. A continuation of 314. Topics selected from integration theory, sequences and series of functions, Fourier series, and functions of several variables. Prerequisite, 314 or consent of instructor. (Offered in alternate years.)

[316F] Topology. An introduction to topology, including study of compactness, connectedness, and continuity in general topological spaces. May include metrizability, separation, manifolds, and homology. Prerequisite, 325 or consent of instructor.

[318S] Complex Analysis. An introduction to the theory of analytic functions of a complex variable: conformal mapping, Laurent expansions, and contour integration. Prerequisite, 314. (Offered in alternate years.)

325F,S Modern Algebra. A study of algebraic structure: systems with one or two binary operations such as groups, rings, and fields; construction of number systems. (Writing-intensive.) Prerequisite, 224. Maximum enrollment, 20. The Department.

[326S] Advanced Algebra. Continuation of topics studied in 224 and 325. Topics may include Galois theory, algebraic geometry, and applications. (Offered in alternate years.).

[336F] Topics in Differential Equations. Topics include non-linear systems of ordinary differential equations, partial differential equations, and models from a variety of disciplines. Prerequisite, 235.

[338S] Numerical Analysis. Interpolation, methods of approximation and iterative methods, numerical solution of differential equations and of systems of linear equations. Suitability of procedures to computer use considered throughout the course. Prerequisite, 224 and 241. (Offered in alternate years.)

343F Algorithms. Further study of abstract algorithms and their design, analysis, and implementation. Includes design paradigms, time-space tradeoffs, mathematical techniques for analysis, and complexity hierarchies. Prerequisite, 242. Decker.

346S Virtual Machines. A study of the principles that govern the design and implementation of computer languages and systems software. Topics include low-level languages, loaders and linkers, macroprocessors, programming languages, compilers, and operating systems. Prerequisite, 242. Hirshfield.

348F Real Machines. Study of the organization, structure, and implementation of computer hardware. Topics include logic circuitry, machine

organization, CPU design, memory, external storage, and operating systems. Prerequisite, 242. Decker.

[349S] Topics in Computer Science II. An intensive study of an advanced area in computer science. Content, differing from year to year, typically chosen from database theory, system programming, and object-oriented programming. May be taken more than once with consent of instructor. Prerequisite, 242 and 343.

352S Statistical Theory and Applications. Topics include the law of large numbers, estimation, hypothesis testing, linear models, experimental design, analysis of variance, and nonparametric statistics, with applications to other disciplines. Prerequisite, 251. Knop.

[361F] Number Theory. Topics in number theory, including divisibility, primes, congruences, Euler's phi-function, diophantine equations, quadratic residues, and continued fractions. Prerequisite, 325 or consent of instructor. (Offered in alternate years.)

437F Senior Seminar in Mathematics. Study of a major topic through literature, student presentations, and group discussions. Choice of topic to be determined by the Department in consultation with its senior concentrators. Open to senior concentrators only. Maximum enrollment in each section, 12. The Department.

447F Senior Seminar in Computer Science. Integrative survey of the discipline through its literature, student presentations, and group discussions. Topics include computer organization, programming languages and systems, algorithms and theory of computation, with emphasis on the interrelation among topics. Open to senior concentrators only. Maximum enrollment, 12. Decker and Hirshfield.

467F,S Senior Thesis. A project limited to senior concentrators in Mathematics or Computer Science, resulting in a thesis supervised by a member of the Department. Prerequisite, permission of the Department. The Department.

Medieval/Renaissance Studies

The program in Medieval/Renaissance Studies offers a minor consisting of five courses, taken in at least three departments, from the following two groups. In addition, students who elect this minor are required to emphasize one of the two epochs, the Medieval or the Renaissance, in their course selections, although they are also encouraged to explore the continuities between them. The minor consists of either: 1) History 206 (Medieval Europe), three courses from Group A, and one course from Group B; or 2) History 289 (Renaissance and Reformation Europe), one course from Group A, and three courses from Group B.

Students interested in the program should consult with a member of the Medieval/Renaissance Studies Committee, which for 1991-92 consists of Professors Russell Blackwood (Chair) (Philosophy), Maureen Miller (History), Carol Rupprecht (Comparative Literature), and Edward Wheatley (English).

Group A: Medieval Studies

Art

270S	**Medieval Art**

Comparative Literature

[251F]	**Women Writers of the Middle Ages and the Renaissance**
371S	**Dante: *The Divine Comedy***

English

280F	**Chaucer**
281F	**Old English**
283S	**Middle English Literature: 1100-1500**

French

[304]	**Medieval French Literature**

History

103F	**Trade, Travel, and Conquest in the Mediterranean, 500-1500**
206F	**Medieval Europe**
[306S]	**Topics in Medieval History**
[372F]	**The Crusades**

Music

201F	**Music of the Middle Ages and Renaissance**

Philosophy

[202F]	The History of Western Philosophy: Medieval and Renaissance
315F	Islamic Thought

Religion

[431S]	Seminar in Judaism

Group B: Renaissance Studies

Art

282F	The Renaissance
[380F]	Seminar in Renaissance Art

Comparative Literature

[251F]	Women Writers of the Middle Ages and the Renaissance
475F	Studies in Shakespeare in the European Tradition

English

244S	Introduction to Shakespeare
286S	Women in English Renaissance Literature
287F	English Renaissance Literature
[306F]	Poetry of the Renaissance and Twentieth Century
[424S]	Seminar: Milton
443S	Seminar: Elizabethan and Jacobean Drama

French

306S	Renaissance Poetry

History

289S	Renaissance and Reformation Europe

Music

201F	Music of the Middle Ages and Renaissance

Philosophy

[202F]	The History of Western Philosophy: Medieval and Renaissance

Spanish

305S	Masterpieces of Golden Age Literature
[380S]	Cervantes' *Don Quijote*

Music

Faculty
Samuel F. Pellman, *Chair*
Stephen Bonta
Lydia R. Hamessley
Robert G. Hopkins
G. Roberts Kolb
E. Michael Richards

Special Appointments
Suzanne Beevers
Stephen Best
Steven Button
Donald Cantwell
Daniel Carno
Edward Castilano
Paul Charbonneau
Richard Decker
Charles W. England
Anita Firman
Linda Greene
Steven Heyman
Lauralyn Kolb
Ursula Kwasnieka
Raymond W. Larzelere
Laurance Luttinger
George Myers
Colleen Roberts Pellman
Gregory Quick
Barbara Rabin
John Raschella
Kazuko Tanosaki
Joyce M. Ucci

A concentration in Music consists of 11 courses: 111-112, 201, 204, 211-212, 357, and 360; either 202 or 203; one course credit from among 121-122, 131-132, 141-142, and 221-222; and 550, the Senior Program. Prospective concentrators in Music are given an examination to test their competence in the use of the piano as a basic tool. This competency requirement should be met by the end of the junior year. Should additional instruction in keyboard be required beyond that available in theory courses, this will be offered upon consent of the departmental Chair. A complete description of the Senior Program is available from the Department. Students contemplating graduate work in music should consult with a member of the Department at an early date. Departmental honors can be earned through excellence in course work. A minor in Music comprises five courses: two courses from among 111-112 and 211-212; two courses from among 201, 202, 203, and 204; and one course credit from among 121-122, 131-132, 141-142, and 221-222.

101F,S Principles of Music. A listening course that examines musical materials, processes, and conventions, and their use in selected works from the Western tradition. Consideration of the problems of musical meaning, performance practice, and the means of transmission of musical information. No previous knowledge of music required. Bonta (Fall); Bonta and Hamessley (Spring).

111F-112S First Year Theory. Intensive training in the fundamentals of music from many traditions. Beginning work in ear-training, dictation, and sight-singing, in addition to regular written assignments. Three hours of class and one hour of skills-training, including keyboard tutorial. Ability to

read music in at least one clef required. 112 may not be taken as a separate course. Hamessley (Fall); S. Pellman (Spring).

121-122 Solo Performance. The study of music through performance in either voice or an instrument, including flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, tuba, piano, organ, harp, percussion, acoustic guitar, violin, viola, 'cello, and contrabass. Half-hour tutorial. May be started either in the fall or spring term. One-quarter course credit each term. Not open to seniors. A fee is charged. The Department.

131-132 Solo Performance. The study of music through performance in either voice or an instrument, including flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, tuba, piano, organ, harp, percussion, acoustic guitar, violin, viola, 'cello, and contrabass. Hour tutorial. May be started either in the fall or spring term. One-half course credit each term. Not open to seniors. A fee is charged. The Department.

141F-142S Group Performance. The study of music through performance in one or more of the following groups: Brass Choir (England), Chamber Ensemble (Myers), College Choir (G.R. Kolb), College Hill Singers (G.R. Kolb), Jazz Ensemble (Richards), Oratorio Society (G.R. Kolb), Orchestra (Richards), and Woodwind Ensembles (Decker). One-quarter course credit each term. The course may be repeated throughout the student's college career. Students are encouraged to participate in, and may be registered for, more than one group, but will receive a maximum of one-half course credit each term. Prerequisite, consent of instructor. The Department.

154F Music of the World's People. The study of music of selected non-Western cultures, including Native American music of North America, sub-Saharan African music, African-American music in the United States, the classical traditions of India, and music from peasant cultures in Eastern Europe. Consideration of musical style and the role of music in these cultures. Maximum enrollment, 40. Hamessley.

171S Music for Contemporary Media. Examination of and experience with use of electronic musical instruments, such as the sound synthesizer, and with techniques of the modern recording studio. Projects using electronic musical instruments and recording techniques. Three hours of class and three hours of studio. Maximum enrollment, 15. S. Pellman.

201F Music of the Middle Ages and Renaissance. A study of Western music from the early Middle Ages to the end of the sixteenth century. Emphasis on major developments in style. Consideration of the influence of political, economic, and cultural environments upon the development of musical styles. (Writing-intensive.) Prerequisite, 101. Maximum enrollment, 20. G.R. Kolb.

202S Music of the Baroque. The course of Western music from Monteverdi to members of the Bach family. Consideration of the influence of political, economic, technological, and cultural environments upon the development of musical styles. (Writing-intensive.) Prerequisite, 101. Maximum enrollment, 20. Bonta.

203F Music of the Classic-Romantic Era. From C.P.E. Bach to Brahms, from Mozart to Mahler, from Stamitz to Strauss: a study of chamber, vocal, and orchestral masterworks, 1750-1900. Consideration of the influence of political, economic, and cultural environments upon the development of musical styles. (Writing-intensive.) Prerequisite, 101. Maximum enrollment, 20. Hopkins.

204S Music of the Twentieth Century. A study of Western music from Claude Debussy and Arnold Schoenberg to Krzysztof Penderecki and Laurie Anderson. Emphasis on major developments in musical style. Consideration of the influence of political, economic, technological, and cultural environments upon the development of musical styles. (Writing-intensive.) Prerequisite, 101. Maximum enrollment, 20. Richards.

211F-[212S] Second Year Theory. Concepts of harmony and counterpoint subsequent to the material studied in First Year Theory, with an emphasis on the music of the Classic and Romantic periods. Continued work in ear-training and sight-singing, in addition to written assignments. Three hours of class and one hour of skills-training, including keyboard tutorial. Prerequisite, 112. S. Pellman.

[216S] Conducting. An introduction to the basic elements of conducting, including baton technique, aural perception, rehearsal techniques, and score reading (both instrumental and choral). Concurrent participation in a College ensemble required. Prerequisite, 101 and 112. (Next offered 1992-93.)

221-222 Solo Performance. A continuation of 121-122. Half-hour tutorial. One-quarter course credit each term. Prerequisite, 122. A fee is charged. The Department.

231-232 Solo Performance. A continuation of 131-132 and 221-222. Hour tutorial. One-half course credit each term. Two full-credit courses in the Department must either have been previously elected, or must be elected concurrently. Prerequisite, 132 and consent of instructor. A fee is charged. The Department.

[240S] Psychology of Music. Musical perception from the listener's standpoint. A cognitive approach to music with particular emphasis on the sensory aspects of music and the perception of musical organization. Examination of the relationships between the theoretical rules of music and the laws of perception and cognition. (Writing-intensive.) Prerequisite, 101

or 111, and Psychology 101. (Same as Psychology 240.) (Offered in alternate years.) Maximum enrollment, 20.

[256F] Great Composers. Study of the composers, their work, and their times. Consideration of influences on them, their development as musicians and composers, and their influence on later musicians. Primarily for the non-concentrator. (Writing-intensive.) Prerequisite, 101 or 111. (Next offered 1993-94.) Maximum enrollment, 20.

257F Technology and Music. Survey of various ways in which musical styles and tastes have been influenced or determined by the technology of a given age. Includes discussion of the development of the piano and of various orchestral instruments in the eighteenth and nineteenth centuries. Particular emphasis on the impact of electronic devices and electronic media on the development of twentieth century musical styles, popular and avant-garde. Course includes studio work in advanced electronic music techniques. Prerequisite, 171 or consent of instructor. (Offered in alternate years.) Maximum enrollment, 10. S. Pellman.

258S Opera. Study of literary and musical dimensions of operas by major composers from Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Includes such works as *The Marriage of Figaro, Eugene Onegin,* and *Wozzeck*. (Writing-intensive.) Prerequisite, two courses in music, or two in literature, or one in each field, or consent of instructors. (Same as Comparative Literature 258.) (Offered in alternate years.) Maximum enrollment, 20. Hamessley and P. Rabinowitz.

[260F] History of Jazz. How to listen to jazz. Origins of jazz, including its African heritage, blues, and ragtime. Survey of jazz styles, including New Orleans and Chicago styles, boogie-woogie, swing, bebop, cool, funky, fusion, and free jazz. Prerequisite, 101, 111, or 141 (Jazz Ensemble). (Next offered 1992-93.)

266-267 Musical Composition. Contemporary compositional techniques, including notational procedures and score preparation. Emphasis on developing the ability to structure musical ideas in several short pieces and one extended work. May be started in either the fall or spring term. One-half course credit each term. Prerequisite, 112 or 171, and consent of instructor. S. Pellman.

271F,S Intermediate Keyboard. Continuation of keyboard work from 211-212. Half-hour tutorial. May be repeated. One-quarter course credit each term. Prerequisite, 212 and consent of departmental Chair. Best.

331-332 Solo Performance. A continuation of 231-232. One-half course credit each term. Prerequisite, 232 and consent of instructor. A fee is charged. The Department.

357F Seminar in Music History. Selected topics in the history of Western music. (Writing-intensive.) Prerequisite, 112 and two courses from among 201, 202, 203, and 204. Maximum enrollment, 12. Bonta.

360S Seminar in Advanced Theory. Wagner, Brahms, Mahler, Sibelius, Debussy, and early Schoenberg. An investigation of the music bridging the Romantic era and the twentieth century. (Writing-intensive.) Prerequisite, 212. (Offered in alternate years.) Maximum enrollment, 12. Hopkins.

366–367 Advanced Musical Composition. Contemporary compositional techniques, including notational procedures and score preparation. Emphasis on developing the ability to structure musical ideas in several short pieces and one extended work. May be started in either the fall or spring term. One-half course credit each term. Prerequisite, 267. S. Pellman.

431–432 Solo Performance. A continuation of 331-332. One-half course credit each term. Prerequisite, 332 and consent of instructor. A fee is charged. The Department.

550F,S Senior Program. A project for senior concentrators in Music. The Department.

Philosophy

Faculty

Richard W. Werner, *Chair*
Russell T. Blackwood (S)
Katheryn Doran
Elizabeth Potter
Elizabeth Ring
Robert L. Simon

A concentration in Philosophy consists of 201, 203, 240, 500, and five other courses, four of which must be at the 300 level or above and two of which must be at the 400 level. Concentrators must take a 300- or 400-level course in three of the following areas: metaphysics, epistemology, ethics, and history of philosophy. Concentrators are expected to complete 201, 203, and 240 by the end of their junior year. 500 is required of all concentrators in the fall of their senior year. Completion of the Senior Program requires completion of 500, which consists of a seminar and special research project. A complete description of the Senior Program is available in Christian A. Johnson 218. Candidates for honors must complete 500 and submit and defend a Senior Thesis, based on their work in 500, during the spring term. A minor in Philosophy can be of two kinds: standard (100 or 240, 201, 203, and two other courses above the 200 level); or correlative (five courses from one field in Philosophy correlative to the field of concentration and approved by the Department).

[100S] Critical Thinking. To develop students' abilities to evaluate claims and arguments in everyday life. Emphasis on the recognition of pseudoreasoning, nonrational persuasion, and the evaluation of explanations and arguments (both deductive and inductive). Includes lecture, discussion, and small group interaction. (Next offered 1992-93.) Maximum enrollment, 40.

110F,S Introduction to Philosophy. An introduction to such philosophical issues as the possibility and nature of morality, the existence of God and problem of evil, the possibility of free will, and the nature of human knowledge. Practice in critically appraising philosophical positions. (One section writing-intensive.) Open to first-year students only. Maximum enrollment in writing-intensive section, 20; others, 40. Blackwood, Doran, and Simon (Fall); Ring and Simon (Spring).

201F The History of Western Philosophy: Ancient. A study of the philosophical classics of Western civilization from early Greek times to the fall of Rome. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Blackwood and Werner.

[202F] The History of Western Philosophy: Medieval and Renaissance. A study of the philosophical classics from Augustine to Francis Bacon. Prerequisite, 201 or consent of instructor.

203S The History of Western Philosophy: Modern. A study of the philosophical classics from Descartes to Kant. Prerequisite, 201. Potter.

209F Philosophy and Feminism. Analysis of issues of current concern to women. Primary emphasis on the evaluation of arguments offered by contemporary thinkers on all sides of these issues. Open to sophomores, juniors, and seniors only. Potter.

210S Problems of Philosophy. An introduction to philosophy. Analytic examination of some common philosophical issues, such as the existence of God, free will, and the objectivity of ethical judgment. Practice in critically appraising philosophical positions. Open to sophomores, juniors, and seniors only. Not open to students who have taken 110. Maximum enrollment, 40. Doran.

222S Contemporary Moral Issues. Introduction to moral theory and moral reasoning. Application of these theories and techniques to issues in applied ethics. Examination of such issues as abortion, affirmative action, environmental ethics, nuclear war and deterrence, racism and sexism, sexual ethics, and world starvation. Prerequisite, one previous course in Philosophy. Maximum enrollment, 80. Ring, Simon, and Werner.

240F,S Symbolic Logic. A study of formal systems of reasoning and argument evaluation. Maximum enrollment, 20. Ring (Fall); Doran (Spring).

[243F] Chinese Religion and Thought. For full description, see Religion 243. Prerequisite, one course in Philosophy or Religion, or consent of instructor. (Offered in alternate years.)

251S Introduction to Public Policy. For full description, see Public Policy 251. Prerequisite, Economics 110. Open to juniors and seniors with consent of instructor. Maximum enrollment, 40. Wyckoff.

260S Ethics and Politics in Ancient Greece and Rome. For full description, see Classical Studies 260. (Writing-intensive.) (Offered in alternate years.) Maximum enrollment, 20. Rubino.

[271S] Ethics of Professions and Practices. Examination of ethical issues arising in the professions, in institutions, and in human practices. Study of selected ethical problems in law, medicine, education, and sport. Prerequisite, 110 or sophomore, junior, or senior standing. (Offered in alternate years.)

285S Gender and Science. Exploration of the intersections of gender and science, including women as scientists, women as subjects of science, and the influence of assumptions about gender on scientific theories. Special emphasis for 1991-92: Women and Biology. Prerequisite, one course in science or mathematics, or one course in Philosophy, or Women's Studies 101. Open to sophomores, juniors, and seniors only. (Same as Women's Studies 285.) Maximum enrollment, 40. Garrett and Potter.

[301S] The Philosophy of History. For full description, see History 301. (Writing-intensive.) Prerequisite, two 200-level history courses or one 100-level history course and one course in Philosophy. Maximum enrollment, 20.

315F Islamic Thought. The faith, practices, history, and philosophies of Islam. Attention also given to theories of the nature of religion, religion in non-literate cultures, and Zoroastrianism. Prerequisite, one course in Philosophy or Religion, or consent of instructor. (Same as Religion 315.) Blackwood.

[325F] Hindu and Buddhist Thought. The faith, practices, history, and philosophies of Hinduism, and of Theravada and Mahayana Buddhism. Prerequisite, one course in Philosophy or Religion, or consent of instructor. (Same as Religion 325.)

[334S] Equality and the Constitution. For full description, see Government 334. Prerequisite, one course above the 100 level in either Philosophy or Government, or consent of instructor. Open to juniors and seniors only. (Next offered 1992-93.) Maximum enrollment, 35.

[344S] Empiricists and Rationalists. Critical examination of the metaphysics and epistemology of a rationalist and an empiricist philosopher of the modern period: for example, Locke and Leibniz or Descartes and Hume. Discussion of contemporary rationalism and empiricism. Prerequisite, two courses in Philosophy or consent of instructor. (Offered in alternate years.)

[347S] Kant. Critical discussion of Immanuel Kant's theory of knowledge with principal emphasis on *The Critique of Pure Reason* and recent commentaries. Prerequisite, two courses in Philosophy or consent of instructor.

[350F] Nineteenth Century Philosophy. A study of such movements as idealism, romanticism, Marxism, positivism, utilitarianism, existentialism, and pragmatism. Emphasis on Hegel, Marx, Kierkegaard, Nietzsche, and James. Prerequisite, 203 or two courses in Philosophy, and junior or senior standing. (Offered in alternate years.)

360F Philosophy of Science. Investigation of such issues as the nature, justification, and scope of scientific method; the patterns of scientific explanation in the natural sciences; and the reality of scientific constructs. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Potter.

[361S] Contemporary Anglo-American Philosophy. A study of selected twentieth century English and American philosophers and their critics. Critical examination of their revolutionary method for solving and dissolving philosophical problems. (Writing-intensive.) Prerequisite, 203 or consent of instructor. (Offered in alternate years.) Maximum enrollment, 20.

370S Technology and Alienation. Inquiry into the impact of technology, bureaucracy, and popular culture on human existence and the environment. Emphasis on Marx and Freud, Nietzsche and Weber, Adorno and Horkheimer, Marcuse and Habermas, Heidegger and Foucault, Dylan and the Sex Pistols. Investigation of the possibility of human and environmental liberation in the late twentieth century. A variety of philosophical perspectives considered, including Marxism, critical theory, phenomenology, poststructuralism, and postmodernism. (Writing-intensive.) Open to juniors and seniors only. Prerequisite, 203 or two courses in Philosophy, or consent of instructor. Maximum enrollment, 20. Werner.

380F Philosophy of Law. Inquiry into the nature of law, the authority of law, the character of judicial reasoning, and other selected problems in jurisprudence, with particular attention to the relation of legality to morality. Prerequisite, 110 or junior standing. Maximum enrollment, 40. Simon.

401S Feminist Theory. Analysis of theories of women's oppression, with particular attention to differences among and between women—race, class, ethnicity. Prerequisite, 209, or Women's Studies 101 and one other course in Women's Studies, or consent of instructor. (Same as Women's Studies 401.) Potter.

[410F] Seminar in Philosophy of Religion. Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention given to the nature of religious knowledge. (Writing-intensive.) Prerequisite, two courses in Philosophy or Religion. (Same as Religion 410.) (Next offered 1992-93.) Maximum enrollment, 12.

[420S] Seminar in Metaphysics. Study of some principal metaphysical problems, including realism and anti-realism. Prerequisite, two courses in Philosophy or consent of instructor. (Offered in alternate years.) Maximum enrollment, 12.

430F The Problem of Knowledge. Inquiry into whether it is possible to reject scepticism without resorting to dogmatism. (Writing-intensive.) Prerequisite, two courses in Philosophy or consent of instructor. Maximum enrollment, 12. Ring.

[440S] Wittgenstein. A study of the life and works of the major twentieth century philosopher Ludwig Wittgenstein. Examination of his later work on thought, language, and representation, with special emphasis on sceptical problems about the possibility of language and his radical solution to these problems. Discussion of his views on such topics as private language, mysticism, ethics, aesthetics, and religious belief. Prerequisite, 203 or two courses in Philosophy, or consent of instructor.

[450F] Seminar in Ethical Theory. An investigation of twentieth century ethical theory, focusing on theories of the meaning of ethical terms

and on theories of justification in ethics. (Writing-intensive.) Prerequisite, two courses in Philosophy. (Offered in alternate years.) Maximum enrollment, 12.

460S Seminar in Contemporary Theories of Justice. Detailed analysis of contemporary theories of distributive and compensatory justice and their consequences for liberty and equality. (Writing-intensive.) Prerequisite, 203 or two courses in Philosophy at the 300-level or above, or consent of instructor. (Offered in alternate years.) Maximum enrollment, 12. Simon.

470F Seminar in Applied Ethics. Detailed inquiry into selected contemporary moral issues, with consideration of the point and purpose of philosophical approaches to morality. Emphasis on environmental ethics, issues of war and peace, and the morality of world hunger, and the ethics and nature of racism. A variety of philosophical methodologies considered, including analytic philosophy, existentialism, phenomenology, and critical theory. Consideration of the viability of philosophical morality. (Writing-intensive.) Prerequisite, 209, 222, 251, 271 (270), 334, or 450, or two courses in Philosophy, or consent of instructor. Open to juniors and seniors only. Maximum enrollment, 12. Werner.

[480S] Seminar in Relativism. Detailed inquiry into contemporary philosophic debate between realists and anti-realists. Emphasis on issues relating to truth, reality, and ethics. Investigation of such metaphilosophical issues as the nature, point, and possibility of philosophy. Prerequisite, two courses in Philosophy. Open to juniors and seniors only. (Offered in alternate years.) Maximum enrollment, 12.

495S Seminar in Philosophy of Language: Words and Objects. An exploration of some of the perennial questions in the philosophy of language about the nature of the connections among language, thought, and the world. An investigation of how certain linguistic items designate objects in the world, what it is for an expression to be meaningful, the things that can be done with words, and Wittgenstein's legacy to the philosophy of language. (Writing-intensive.) Prerequisite, two courses in Philosophy or consent of instructor. Open to juniors and seniors only. Maximum enrollment, 12. Doran.

500F Senior Seminar in Philosophy. Extensive practice in examination of selected philosophical topics. Preparation, examination, and revision of senior projects. Required of all senior concentrators. Doran and Werner.

Physical Education

Faculty

Thomas E. Murphy, *Chair*
Betsy L. Bruce
Michael Davis
Steven D. Frank
Philip Grady
Brett C. Hull
Geraldine S. Knortz
Kelley H. McElroy
David W. Thompson
Manfred E. von Schiller
Michael J. Yesalonia

All enrolled students must participate in a required physical education program for individual development. This "lifetime carryover" program is based on the theory that it is as important to develop a healthy body and a love of sport as it is to provide scope for the skilled athlete.

Students must pass two competency tests: 1) physical fitness; 2) swimming. Courses in beginning swimming and physical fitness are offered for students who do not pass the competency tests. In addition, students must complete three other activities. A proficiency test may be substituted for up to two of these activities. Courses offered include advanced conditioning, aerobics, aquatic instructor certification, badminton*, bicycling, golf*, jogging, lifeguard training, nautilus, platform tennis, racquetball*, skating*, squash*, tennis*, and volleyball. A proficiency test is available for those listed with a star (*).

Upon passing the two competency tests and successfully completing the three activities, a student shall have completed the Physical Education requirement. Except under certain unusual circumstances, it is expected that the requirement will be completed in the freshman year. If the requirement is not completed by the end of the sophomore year, housing lottery penalties may be imposed. The requirement must be completed in order to graduate. Students with physical disabilities may enter an individual program approved by the college physician.

Physics

Faculty

James W. Ring, *Chair*
Brian Collett
Philip D. Krasicky
Peter J. Millet
Philip M. Pearle
Ann J. Silversmith

A concentration in Physics consists of ten courses: 190, 192, 200, 220, 260, 310, 390 or 410, and 550, and two other courses chosen from 130, 160, 180, 230, 250, 390, 410 and 420. At least one of these two shall be chosen from the 200 level or above. Prospective concentrators should take 190 and 192, and Mathematics 113 and 114 in the first year, and Physics 200, 220, and 260 in the sophomore year. It is strongly advised that students intending to go to graduate school in Physics elect 250, 390 as well as 410, and 420. Students who wish to major in Physics but who have taken 101-102, or who have started Physics belatedly, or who have advanced placement in Physics or Mathematics, should consult the departmental Chair.

In the fall semester of the senior year, each concentrator will become involved in a supervised research project and participate in an associated Senior Seminar (550). Honors in Physics require outstanding work in the Senior Project.

A minor in Physics consists of five courses: 190 and 192 or 101-102, and any other three courses except 150, at least one of which shall be chosen from the 200 level or above. A minor in Astronomy consists of five courses: 190 and 192 or 101-102, and also 160, 200, and an independent study in Astronomy. Neither of these minors is possible for a student who wishes to concentrate in Physics.

Students interested in the 3-2 or 4-2 engineering programs affiliating Hamilton with engineering schools should take 190 and 192, and Mathematics 113 and 114 in their first year. There are many possible options in engineering programs and because of their complexity beyond the first year, interested students should consult the engineering advisor. This is also the case for students who have taken 101-102 and have then become interested in engineering. The engineering advisor is Professor J. W. Ring.

101F-102S Elementary Physics. The fundamentals of physics, including such topics as Newtonian mechanics, waves, and thermodynamics in the first semester, and electricity and magnetism, optics, special theory of relativity, and quantum physics in the second semester. Three hours of class and three hours of laboratory. Algebra and trigonometry required. 102 may not be taken as a separate course. Krasicky, Pearle, and Silversmith.

130S Physics of Architecture. Introduction to why buildings stand up; the physics of materials and of structures. Examples include Roman arches, Gothic cathedrals, and bridges. Knowledge of algebra and trigonometry required. Ring.

140S Light and the Laser. Introduction to the fundamental properties of light, including wave behavior, reflection, refraction, color, polarization, and the optical processes of absorption and emission. Emphasis on developing an understanding of the laser—how it works, why it is different from conventional light sources, and why it is so useful. Silversmith.

[150S] The Physicist's View of Nature. The physics of the twentieth century. The ideas of special and general relativity and cosmology, of quantum physics, and elementary particles. A course for students not going on in science.

160F Introduction to Astronomy. A description of the universe, starting with the appearance and organization of the solar system and working outward. Development of the heliocentric view. Observational deduction of properties of stars. Stellar evolution and its relation to pulsars and black holes. Galaxies and the structure and history of the universe. Three hours of class and one and one-half hours of laboratory. Maximum enrollment, 32. Millet.

180S Electronics and Computers. Introduction to the basic concepts and devices of electronics. A study of digital circuits and the architecture of computers. 8087 machine language programming, how a computer works, computer interfacing, and robotics. Three hours of class and three hours of laboratory. Not open to students who have taken 230. Collett.

190F The Comprehensible Universe. An introduction to some of the important ideas of modern physics, with emphasis on special relativity and elementary particles. Discussion of the fundamental physical concepts of particles, fields, kinematics, dynamics, symmetries, and conservation laws. Three hours of class and three hours of laboratory. Intended primarily for those who plan to continue in physical science. Not open to students who have taken 101-102. Pearle.

192S Classical Particles and Fields. The classical physics of particles and fields, including electromagnetism, optics, thermodynamics, and kinetic theory of gases. Three hours of class and three hours of laboratory. Prerequisite, 190 and Mathematics 114 (may be taken concurrently). Not open to students who have taken 101-102. Ring.

200F Mathematical Methods in Physics. Topics drawn from applied mathematics, including multivariable calculus, linear algebra, vector analysis, orthogonal functions and differential equations, treated in the context of physics. Prerequisite, 102 or 192, and Mathematics 114. Pearle.

220F Modern Physics. Experiments and theories that manifest and explain quantum phenomena. Elementary quantum theory of atoms, molecules, solids, and nuclei. Applications to such devices as the laser and the transistor. Three hours of class and three hours of laboratory. Prerequisite, 102 or 192, and Mathematics 114. Collett and Millet.

[230S] Electronics. An introduction to the theoretical and experimental analysis of electronic circuits containing resistors, capacitors, inductors, diodes, transistors, and integrated circuits. Both analog and digital circuits discussed in class and investigated in the laboratory. Three hours of class and three hours of laboratory. Not open to students who have taken 180. (Offered in alternate years.)

250S Statistical Physics. A study of large-scale systems from the point of view of statistical theory. Examination of the properties of these systems in terms of a statistical treatment of the motions, interactions, and energy levels of particles. Introduction to basic probability concepts and the principles of statistical mechanics. Explanation of thermal equilibrium, heat, work, and the laws of thermodynamics. Applications to various physical systems. Prerequisite, 200 or 220, or consent of instructor. Millet.

260S Mechanics. Principles of classical mechanics, including dynamics of particles, resonance, rotating reference frames, celestial mechanics, rigid body motion, and Lagrangian mechanics. Prerequisite, 200. Silversmith.

310F Electricity and Magnetism. Maxwell's equations studied in both differential and integral form. Electrostatics, magnetism, and their connection through special relativity. Dielectric and magnetic materials. Introduction to electromagnetic waves. Three hours of class and three hours of laboratory. Prerequisite, 200. Ring.

390S Laboratory Methods in Physics. An exploration of important techniques in experimental physics. Five experiments selected from modern and classical physics to illustrate important methods and approaches. Detailed, well-written laboratory reports with criticism and revision. (Writing-intensive.) Three hours of laboratory. Prerequisite, 200 and 220. Maximum enrollment, 20. Collett.

410S Quantum Physics. An exploration of the quantum theory and its applications to physical systems. Prerequisite, 200 and 220. Pearle.

420S Vibrations and Waves. Topics drawn from mechanics, hydrodynamics, electrodynamics, acoustics, optics, and electronics. Prerequisite, 260 and 310. Millet.

550F Senior Seminar. Presentations by each student on his or her Senior Project. Group discussions of these topics. Open to senior concentrators or by consent of instructor. Silversmith.

Polish

See Critical Languages.

Portuguese, Brazilian

See Critical Languages.

Psychology

Faculty

Douglas A. Weldon, *Chair*
Beverly R. Edmondson
Amy Herstein Gervasio
George A. Gescheider (F)
Gregory R. Pierce
John M. Rybash
Jonathan Vaughan
Penny Yee

Special Appointment

Tibor Palfai

The Department offers concentrations in General Psychology and Psychobiology, as follows:

General Psychology

A concentration in General Psychology consists of nine courses. These must include the following: the introductory survey, 101; four core courses (201, 203, 205, and 280); a course in cognitive psychology, 315 or 380; a course in clinical, developmental or social psychology chosen from 324, 337, and 340; the Senior Project; and one elective. Students may earn departmental honors through distinguished achievement in Psychology courses and the successful oral defense of a thesis based on the Senior Project. A minor in General Psychology consists of 101, 201, and 203; one course chosen from 315, 324, 330, 337, 340, 350, and 380; and one elective.

Psychobiology

A concentration in Psychobiology consists of twelve courses: Biology 110 and 210; Chemistry 111-112; Psychology 101, 205, 280, 330, and 350; one of the following courses in Biology: 222, 225, 331, 333, 336, 337, 444, and 446; one course in Psychology at the 200 level or above (students are encouraged to consider courses that are not strictly psychobiology courses when fulfilling this requirement); and the Senior Project. Students may earn departmental honors through distinguished achievement in courses in the concentration and the successful oral defense of a thesis based on the Senior Project. Students considering graduate work in neuroscience are advised to take Chemistry 223-224, Mathematics 113-114 and 140, and Physics 101-102.

Senior Project

The curricula in Psychology and Psychobiology are designed to prepare each student to undertake a senior project consisting of extensive research and theoretical inquiry, and which culminates in a written thesis and oral defense. The Senior Project can be completed over a period of either one or two semesters; therefore, concentrators must enroll in 500 and/or 501 during their senior year.

101F,S Introductory Psychology. An introduction to the science of human behavior. Topics include the nervous system, perception, learning,

motivation, cognitive and social development, personality, individual differences, social behavior, psychopathology, and the behavior disorders. Maximum enrollment in each section, 40. The Department.

201F,S Theoretical Approaches to the Study of Behavior. A comparative investigation of the behavioral, cognitive, developmental, humanistic, and psychoanalytic approaches that have been taken to study individual and social behavior in normal and abnormal populations. Classic and contemporary readings from Freud, Maslow, Piaget, Rogers, and Skinner. Prerequisite, 101. Edmondson (Fall); Rybash (Spring).

203F,S Methodological Approaches to the Study of Behavior. A comparative investigation of experimental, observational, and correlational approaches to the study of the individual and social behavior of humans and other animals. Examples drawn from all areas of psychology. (Writing-intensive.) Three hours of lecture and two hours of laboratory. Prerequisite, 101. Maximum enrollment, 20. The Department.

205F Introduction to Brain and Behavior. Study of the structure and function of the nervous system as it relates to consciousness and behavior. Emphasis on psychobiological explanations of perception, learning, attention, motivation, emotion, and behavior disorders. Prerequisite, 101, or Biology 210, or consent of instructor. Palfai.

211S Child Development. An introduction to the science of child behavior. Covers perceptual, cognitive, linguistic, social, and personality development from birth through childhood. Prerequisite, 101. Maximum enrollment, 40. Edmondson.

214F Social Psychology. The study of the individual in a social context. Emphasis on such topics as attitude change, interpersonal attraction, person perception, aggression, crowding, and the environment. Prerequisite, 101. Maximum enrollment, 40. Pierce.

[221] Psychology of Women. A survey of the behavior of women as examined from several perspectives, including psychoanalytical, biological, historical/cultural, developmental, and social psychological. Also, more specialized topics relating to the psychology of sex roles, androgyny, women's conflict over achievement, and female sexuality. Prerequisite, 101. Maximum enrollment, 20.

222S Psychology of Gender. For full description, see Women's Studies 222. Prerequisite, 101 or Women's Studies 101. Maximum enrollment, 25. Gentry.

223S Abnormal Psychology. An introduction to the concept of abnormal behavior, with consideration of both psychological and sociological perspectives. Topics include classification, assessment, and treatment for disorders such as psychoses, anxiety and personality disorders, brain

dysfunctions, and sexual variance, with emphasis on empirical research in these areas. Prerequisite, 101. Maximum enrollment, 40. Gervasio.

230F Psycholinguistics and Language Acquistion. For full description, see Linguistics 230. Prerequisite, Linguistics 100 or consent of instructor. Jin.

235S Educational Psychology. The application of psychological theory and research to educational problems. Topics include the cognitive psychology of school learning, academic motivation, measurement of achievement and ability, classroom behavior management, and exceptional children. Prerequisite, 101. Edmondson.

[240S] Psychology of Music. For full description, see Music 240. (Writing-intensive.) Prerequisite, 101, and Music 101 or 111. (Offered in alternate years.) Maximum enrollment, 20.

246S Artificial Intelligence. For full description, see Mathematics 246. Prerequisite, Mathematics 140 or consent of instructor. Maximum enrollment, 30. Hirshfield.

280S Statistics in Psychological Research. The methods used in the study of psychological processes. Descriptive and inferential statistics as used in psychological research. Applications of statistical tools to the analysis of data. Three hours of class and three hours of laboratory. Prerequisite, 101. Yee.

[290] The Psychology of Language and Thought. Research and theories of higher mental processes. The nature of linguistic representation and processing, and verbal and nonverbal reasoning. The question of whether a person's reasoning ability may be improved by appropriate psychological treatments. Prerequisite, 101. (Same as Rhetoric and Communication 290.)

301S History of Psychology. An examination of the philosophical, cultural, and scientific bases of contemporary psychology. Prerequisite, 101. Vaughan.

310S Attention and Performance. The selection and transformation of information from sensation and memory as they affect perception, learning, cognition, and motor performance. Applications selected from reading, decision making, human factors, and attentional disorders. (Writing-intensive.) Three hours of class and three hours of laboratory. Prerequisite, 203 or 280. Maximum enrollment, 20. Vaughan.

[312] Theories of Personality. A study of the structure of personality and the dimensions along which individuals differ. Emphasis on the contributions of major personality theorists and on the implications of current research trends in personality. Prerequisite, 201, 203, or 280.

315F Cognitive Psychology. Theory and research about the basic mental processes of attention, perception, memory, language, and thinking. Three hours of class and three hours of laboratory. Prerequisite, 201, 203, or 280. Yee.

[321S] Seminar in the Psychology of Women. For full description, see Women's Studies 321. (Writing-intensive.) Prerequisite, 101 and one other course in Women's Studies, or Women's Studies 101, or consent of instructor. Maximum enrollment, 12.

324F Developmental Psychology. Introduction to the study of development across the adult life span. Emphasis on theories of developmental processes and on research methodology for studying change. Three hours of class and two hours of laboratory. Prerequisite, 201, 203, or 280. Rybash.

330F Behavioral Neuroscience. Study of the biological basis of behavior, with emphasis on current developments in neuroscience. Applications of knowledge of the structure and function of the nervous system to the following topics: sensory and motor processes, motivation, emotion, attention, learning, memory, hemispheric laterality, and recovery of function after neural damage. Laboratory work in neuroanatomy, neurophysiology, and neuropsychology. Three hours of class and three hours of laboratory. Prerequisite, 203, 205, or 280, or Biology 222. Weldon.

337S Advanced Social Psychology. A survey of the major empirical and theoretical concepts in social psychology. Major emphasis on methodology and research problems unique to social psychology. Three hours of class and two hours of laboratory. Prerequisite, 201 or 214, and 203 or 280. Pierce.

340S Theory and Practice of Behavior Change. A selective study of psychotherapy, with consideration of recent trends in behavior therapy and theories encompassing both psychodynamic and behavioral methods. Special emphasis on laboratory work, including semester-long section in beginning interviewing and counseling skills, and data collection and interpretation. Prerequisite, 203 and 280, and either 201 or 223. Recommended to be taken in junior year if field project or internship is planned senior year. Maximum enrollment, 15. Gervasio.

[342] Psychopharmacology. A study of the effects of drugs on animal and human behavior. Topics include neuropharmacology, antipsychotics, analgesics, stimulants, hallucinogens, antidepressants, alcoholism, addiction, and the implications of drug effects for neurochemical theories of behavior. (Writing-intensive.) Prerequisite, 205, or Biology 222, or Chemistry 224.

350S Psychophysics and Sensory Physiology. An investigation of the anatomy, physiology, and psychophysics of the senses. Introduction to the basic principles of sensory coding by an examination of visual, auditory, tactile, temperature, pain, and chemical senses. (Writing-intensive.) Three

hours of class and three hours of laboratory. Prerequisite, 205 and either 203 or 280. Maximum enrollment, 20. Gescheider.

[380] Human Memory. Survey and evaluation of the major cognitive theories that explain how we remember and why we forget. Also, study of factors affecting memory, such as age, emotion, and intelligence. Three hours of class and three hours of laboratory. Prerequisite, 201, 203, or 280.

[390] Clinical Psychology. An examination and evaluation of the major areas of study in clinical psychology, including psychopathology, psychotherapy, theories of assessment and testing, behavioral medicine, and lifespan research. Consideration given to the ethical, legal, and professional issues confronting the clinical psychologist. Three hours of class and two hours of laboratory. Prerequisite, 201, 203, or 280. Maximum enrollment, 15.

[455] Field Study in Psychology. Seminar in psychological services combined with eight to ten hours per week of field study in one of several cooperating local agencies and schools. Extensive written project addressing theoretical issues relevant to the population chosen for field work. Discussion topics include methods in provision of psychological, educational, and applied services, and methodological and ethical issues in psychotherapy, counseling, and educational psychology. Prerequisite, one course in psychopharmacology or in clinical, social, or developmental psychology, and consent of instructor. Open to juniors and seniors only. Enrollment limited, depending on space available in cooperating agencies. (Next offered 1992-93.)

500F, 501S Senior Project. Supervised research on a specific problem in psychology or psychobiology based on proposals submitted to the Department by the end of a student's junior year. Open to senior concentrators. The Department.

Public Policy

The Public Policy Program is administered through the Departments of Government, Economics, and Philosophy. The activities of the Arthur Levitt Public Policy Center include direction of the interdisciplinary concentration in Public Policy and sponsorship of lectures and conferences.

A concentration in Public Policy consists of 251 and 500-501; Economics 100, 110, and 275; Government 230 or Economics 265; Government 331; and Philosophy 222 and one additional advanced course in ethical analysis to be chosen in consultation with the Director. A complete description of the Senior Project is available in Kirner-Johnson 217. Credit from the Term in Washington Program may be substituted for up to two of the above with the approval of the Director. Students interested in pursuing graduate study in policy analysis or public management are encouraged to take additional courses in substantive areas of public policy and in mathematics and statistics. To qualify for honors in Public Policy, a student must submit a distinguished record in the concentration and perform with distinction in the Senior Project. A minor in Public Policy consists of 251; Economics 110 and 275; Government 230; and Philosophy 222.

In addition to the required courses, there are many other courses in the college curriculum that will be of interest to Public Policy concentrators. Students interested in the concentration should consult as early as possible with the Program Director, Professor Paul G. Wyckoff (Government).

251S Introduction to Public Policy. Survey of current policies and issues in areas such as welfare, health care, the environment, and agriculture. Examination of methods and principles for evaluating policies. Perspectives on policy analysis from economics, philosophy, and political science. Prerequisite, Economics 110. Open to juniors and seniors with consent of instructor. (Same as Economics 251, Government 251, and Philosophy 251.) Maximum enrollment, 40. Wyckoff.

382S Practicum in Public Policy. The application of theories and methods of evaluation, design, and implementation in an intensive study of a significant problem of public policy. Emphasis on skills of analysis, writing, and problem solving by groups. Course work may be supplemented by field work as well as participation by scholars and practitioners sponsored by the Arthur Levitt Public Policy Center. Topic for 1991-92: Health Care. (Same as Government 382.) Prerequisite, 251. Maximum enrollment, 35. Wyckoff.

500-501 Senior Project. A two-semester senior project, culminating in a thesis.

Religion

Faculty

Heidi Ravven, *Chair*
Stephenson Humphries-Brooks
Byron Stuhlman
Jay G. Williams

Special Appointments

Alan J. Iser
Hermine W. Williams

A concentration in Religion consists of nine courses. Four of these courses, including at least one 400-level course, should be in one of the following areas: Judaism, Christianity, the Bible, Asian and comparative religion. At least two courses should be selected from a second area of study and one from a third. A complete description of the Senior Project, which will be completed within the context of a 400-level seminar, is available in Root 116. Honors are awarded on the basis of the cumulative average achieved in courses in the Department and satisfactory completion of 501. A minor in Religion consists of five courses, including three in one area, one of which should be at the 400 level.

105F Origins. An introduction to the study of religion through an analysis of the life, thought, and influence of five great figures: Gautama (Buddha), Lao-tze, Socrates, Jesus, and Mohammed. (Writing-intensive.) One lecture and two seminars each week. Open to freshmen and sophomores only. Maximum enrollment in each section, 20. J. Williams.

111F Introduction to Judaism. An analysis of major issues in Judaism through history and literature. Focuses on such issues as Jewish beliefs and practices, the Orthodox, Conservative and Reform branches, Israel, and selected problems in contemporary Jewish ethics. (Writing-intensive.) Maximum enrollment, 20. Ravven.

115F Goddesses, Ecstasy, and the Arts. A study of the feminine aspects of religious experience and how they are expressed creatively. Special attention paid to India, Western Europe, and the Americas. (Writing-intensive.) Maximum enrollment, 20. H. Williams.

117F The Hebrew Scriptures. A critical introduction to the Hebrew Scriptures. Attention focused on the literature, religions, and histories of the communities attested to in various books of the Hebrew Bible. (Writing-intensive.) Maximum enrollment, 20. Humphries-Brooks.

123S Introduction to Christian Thought. An introduction to the study of religion through an analysis of the understandings of human nature and destiny in the Roman Catholic, Protestant, and Orthodox forms of Christian belief and practice. Focuses on four or five representative thinkers, on the development of classical Christian thought through the Reformation of the sixteenth century, and on Christian influence on Western culture. Stuhlman.

[205F] Christian and Islamic Africa. A comparative study of Christianity and Islam in Africa from the first and seventh centuries respectively to the present. Emphasis on the origin, growth, and spread of Christian and Islamic influence in Africa. Attention to the forces that have given both religions impetus and meaning as well as to factors that have facilitated or impeded their spread throughout Africa.

[215S] African Traditional Religions. An exploration of the phenomenon of traditional African religions. Attention to basic concepts and religious practices of sub-Saharan African peoples.

220F New Testament and Hellenistic Greek. Readings from the New Testament and other Hellenistic texts in the original Greek. Discussion of cultural background and exegetical method. Prerequisite, Greek 120 or equivalent. Not open to students who have taken Greek 210. (Same as Greek 220.) Humphries-Brooks.

[231F] Literature of the Holocaust. A survey of responses to the Holocaust in fiction, drama, poetry, music, theology, and memoirs. Readings include selections from the writings of Elie Wiesel, Bertholt Brecht, Leo Baeck, Emil Fackenheim, Primo Levi, Bruno Bettelheim, Dietrich Bonhöffer, and others. (Writing-intensive.) (Next offered 1992-93.) Maximum enrollment, 20.

233F Christian Thought from the Reformation to Today. An historical study of the development of Christian belief and practice from the Reformation of the sixteenth century to recent times. Focuses on a limited number of representative thinkers; on fundamental developments in the Roman Catholic, Protestant, and Orthodox traditions; on critiques of the Christian tradition; and on Christian influence on Western culture. (Writing-intensive.) Not open to first-year students. Maximum enrollment, 20. Stuhlman.

240F Classical Mythology. For full description, see Classical Studies 240. Maximum enrollment, 50. Haley.

[243S] Chinese Religion and Thought. The Confucian and Taoist traditions and their historical development. Special emphasis on the reading of translated texts from pre-Buddhist China. Prerequisite, one course in Religion or Philosophy, or consent of instructor. (Same as Philosophy 243.) (Offered in alternate years.)

255S Religion in Manifestation and Essence. A comparative study of the expression of religion in myth, ritual, art, architecture, and society. Emphasis on Hinduism as paradigmatic for human religion in general. Prerequisite, one course in Religion or consent of instructor. J. Williams.

257S The New Testament. A critical introduction to the literature and history of early Christianity. (Writing-intensive.) Maximum enrollment, 20. Humphries-Brooks.

[265S] Music as an Expression of Religion. An examination of how music in representative oriental and occidental cultures has been employed to express religious ideas and feelings. Attention paid to the religious significance of dance, musical instruments, and notational and aural symbolism. No previous knowledge of music required. (Next offered 1992-93.)

[275S] Women and Spirituality. Historical and phenomenological consideration of women's encounters with spiritual realms. Focuses on mystics, prophets, healers, social activists, and feminist theologians. (Writing-intensive.) Prerequisite, one course in Religion or consent of instructor. Maximum enrollment, 20.

[281F] The American Jewish Experience. An exploration of Jewish immigrant life, the adjustment to America, the conflict between generations, the impact of assimilation, anti-Semitism, the Holocaust, the founding of Israel, and feminism, through historical sources, memoirs, short stories, novels, and films. (Next offered 1992-93.)

[283F] Black Theology of Liberation. A systematic study of the methodologies employed by African Theology and Black Theology of Liberation. Emphasis on critical interpretation of their relationship to the black ethos. Investigation of the different perspectives on Black Theology, the role of ideology in theological reflection, the meaning of empowerment, decolonization, theological contextualization, and the dialectical relationship between liberation and reconciliation. Lectures, discussions, and reports. (Offered in alternate years.)

[303S] Religion, the Political Order, and War in America. An historical study of the relation between religion and the political realm, with particular reference to political uses of violence. Focuses on religious thought on war and peace, American civil religion and the role of war in its development, and the influence of religion in the political arena, especially on matters of war and peace. Prerequisite, one course in Religion or consent of instructor. (Offered in alternate years.)

[311F] Modern Jewish Thought. A survey and analysis of the major issues of Judaism in modernity, including the emancipation of the Jews, the Jewish Enlightenment, Zionism, the Holocaust, and the rise of the reform movement and other alternatives to orthodoxy. (Offered in alternate years.)

315F Islamic Thought. For full description, see Philosophy 315. Prerequisite, one course in Religion or Philosophy, or consent of instructor. (Offered in alternate years.) Blackwood.

317F Jesus and the Gospels. A comprehensive introduction to the four Gospels, with special emphasis on the nature of early Christian views of Jesus. (Writing-intensive.) Maximum enrollment, 20. Humphries-Brooks.

321F Jewish Ethics. A study of Jewish ethics from the Bible to the present. The biblical moralization of the universe, the Mosaic covenant, the Prophets, and the Rabbis. Reform, Conservative, and Orthodox positions on issues of contemporary concern: medical and business ethics, war and peace, marriage and the family, the environment, and the relationship between ethics, religion, and politics. Topic for 1991-92: Jewish Medical Ethics. Prerequisite, one course in Religion. (Offered in alternate years.) Iser.

[325F] Hindu and Buddhist Thought. For full description, see Philosophy 325. Prerequisite, one course in Religion or Philosophy, or consent of instructor.

[327S] Hellenistic Religions. An examination of the religious systems of the Mediterranean world from 300 B.C.E. to 500 C.E. Focus on state religion, hero cults, Egyptian mystery religions, the cult of Dionysius, Mithraism, and healing cults (Aesclepius), set in their historical and social contexts by the use of primary religious and historical texts as well as archaeological evidence. Prerequisite, one of the following: 240, 257, Classical Studies 110, 120, or 240. (Offered in alternate years.)

[339S] Christian Thought in the Third World. A study of the spread of Christianity in the colonial era, its interaction with indigenous cultures and religions, and its contemporary theological expression, especially in Latin American and Asian theologies of liberation. Prerequisite, two courses in Religion or consent of instructor. (Offered in alternate years.)

[363F] Religious Ethics: The Sanctity of Life. An intensive study of major Western religious understandings of the right to life and the justification, if any, for taking life. Emphasis on issues of war and peace, with consideration given as well to capital punishment, abortion, and euthanasia. (Writing-intensive.) Prerequisite, one course in Religion or consent of instructor. (Offered in alternate years.) Maximum enrollment, 20.

365F The World of Zen. The history of Ch'an (Zen) Buddhism. Zen texts and their philosophical implications. Zazen as an expression of these implications. The cultural influence of Zen in art, architecture, the tea ceremony, and archery. Prerequisite, two courses in Religion or consent of instructor. (Offered in alternate years.) J. Williams.

[373F] American Religious Thought. An historical study of selected major thinkers from the Puritans to recent times. Focuses on religious aspects of American intellectual history and on American public or political theology. Prerequisite, two courses in Religion or History, or consent of instructor.

[385F] Mahayana Buddhism. A study of the various traditions of Mahayana Buddhism through an analysis of selected texts in translation and secondary sources. Prerequisite, two courses in Religion or consent of instructor. (Next offered 1992-93.)

405S Seminar in Asian Religions. Topic for 1991-92: Intensive reading and discussion of several Indian thinkers, including Yogananda, Gandhi, Tagore, Radhakrishnan, Aurobindo, and Krishnamurti, who have attempted to address modern problems from a Hindu perspective. Prerequisite, two courses in Religion or one in Religion and one in Asian history. Maximum enrollment, 12. J. Williams.

[407S] Seminar in Biblical Studies. An intensive examination of one biblical book. Prerequisite, two courses in Religion, one of which must be 117 or 257. (Next offered 1992-93.) Maximum enrollment, 12.

[410F] Seminar in Philosophy of Religion. For full description, see Philosophy 410. (Writing-intensive.) Prerequisite, two courses in Religion or Philosophy. (Next offered 1992-93.) Maximum enrollment, 12.

417S Seminar in Christianity and Classical Culture. A study of Christianity and its surrounding culture between 100 and 400 C.E., including the relationships among Christianity and Judaism, the Greco-Roman philosophers, the governmental authorities, and other Greco-Roman religions. Readings from both Christian and non-Christian authors. Prerequisite, two courses in Ancient Mediterranean Civilization or related fields (e.g., Art, Classics, History, Philosophy, Religion), or consent of instructors. (Same as Classics 417 and History 417.) Maximum enrollment, 12. Humphries-Brooks and Miller.

[431S] Seminar in Judaism. Selected topics in Judaism. Prerequisite, two courses in Religion or Philosophy, or consent of instructor. (Offered in alternate years.) Maximum enrollment, 12.

433F Seminar in Theology and Ethics. An intensive study of one or two major thinkers or schools of thought, usually in the Christian tradition. Prerequisite, three courses in Religion or consent of instructor. (Offered in alternate years.) Maximum enrollment, 12. Stuhlman.

501F,S Honors Program. A project resulting in a thesis supervised by a member of the Department. Open to qualified senior concentrators. The Department.

Rhetoric and Communication

Faculty

Richard F. Somer, *Chair*
Warren E. Wright

Special Appointment
Susan A. Mason

The Rhetoric and Communication Department provides systematic study of the substance and the process of oral communication with particular attention to their effects upon understanding, agreement, and coordinated action among people. To that end, every opportunity will be taken in all courses, whether in theory or performance, to develop the student as an informed and responsible participant in oral communication.

101F,S Foundations of Oral Communication. An introduction to the process of oral communication. Focus on the development of responsible communication skills in group and interpersonal settings. Study and practice in critical listening, discussion methods, and oral presentations. (Writing-intensive.) Open to freshmen and sophomores only. Maximum enrollment, 18. Mason.

110F,S Introduction to Public Speaking. Study of the nature, purposes, and means of public speaking. Practice in formal spoken communication. Training in research, organization, and delivery. Oral and written evaluations, conferences, and videotaping. Maximum enrollment in each section, 18. Wright.

200S Semantics and Pragmatics. For full description, see Linguistics 200. (Writing-intensive.) Linguistics 100 recommended. Maximum enrollment, 20. Farnell.

[205S] Communication, Language, and Gender. A study of ways in which communicative and linguistic habits reflect societal values and stereotypical thinking in gender-related issues. Strategies and techniques for changing those habits that negatively affect the personal and professional development of women and men. (Offered in alternate years.)

206S Intercultural Communication. Study of communication behaviors affecting interactions among people with differing cultural backgrounds. Emphasis on communication strategies and practices designed to eliminate barriers imposed by cultural prejudices and stereotypes. Enhancement of language habits appropriate to the sensitive expression of attitudes, beliefs, and values in multicultural settings. (Offered in alternate years.) Somer.

[212F] Public Reading: Oral Communication of Literature. Systematic study of theory and practice in the management of the elements of speech for effective oral presentation of written works. Readings, critical analysis, evaluation of performance, conferences, recordings, and

videotaping. Open to first-year students with previous experience in oral interpretation. (Offered in alternate years.) Maximum enrollment, 18.

[215S] Argumentation and Advocacy. Study of the principles of critical thinking and effective participation in decision making. Emphasis on careful research, analysis of issues, the uses of evidence, and the development of arguments for oral presentation. Opportunity to practice in legal argument. Prerequisite, 110. Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 18.

220S Persuasive Communication. Study and practice in the ways people try to influence each other through oral communication. Theoretical principles applied to various subjects, audiences, and situations ranging from public communication to interpersonal bargaining and negotiation. Topics include attitudes and beliefs, identification and congruity, response prediction, source credibility, strategic choices, and ethics. Open to sophomores, juniors, and seniors only. Prerequisite, 101 or 110. (Offered in alternate years.) Maximum enrollment, 18. Somer.

225S Phonetics and Phonology: The Analysis of Sound. For full description, see Linguistics 225. Maximum enrollment, 12. Farnell.

230F Leadership and Group Communication. Study of research and practice concerning the mutual influences exhibited by leaders and followers. Emphasis on effective use of communication in group work. Topics include principles, rules, and customs that govern group decision-making dynamics. Experiential learning in deliberation and problem solving. Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 18. Somer.

[244F] Language, Self, and Society. For full description, see Linguistics 244. (Offered in alternate years.)

251F Language, Culture, and Performance. For full description, see Linguistics 251. (Offered in alternate years.) Farnell.

[258S] Nonverbal Communication and Social Interaction. For full description, see Anthropology 258. Prerequisite, Anthropology 113 or 114, or Psychology 101, or consent of instructor. (Offered in alternate years.) Maximum enrollment, 30.

[290] The Psychology of Language and Thought. For full description, see Psychology 290. Prerequisite, Psychology 101. (Offered in alternate years.)

292F Media Form and Content. Study of the construction and evolution of broadcast messages and their applications. Analysis of advantages, limitations, restrictions, and transformations imposed by the media in conveying information and exerting influence. Review of ethical dimensions in both effective and questionable models of media campaigns. Role of

audience attitudes and values in message creation. Laboratory application of electronic media to various communicative purposes. (Writing-intensive.) Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 20. Somer.

[300S] Communication Theory. Study of theoretical basis for analysis of human communication. Survey of major theorists. Examination of problematic concepts such as meaning, intent, and effectiveness. Construction of theoretical models. (Same as Linguistics 300.) (Offered in alternate years.)

[310F] History of Public Address. Readings in outstanding historical speeches. Study of argument, language, and delivery. Written and oral evaluations. Students will finally specialize in the study of one speaker, each student not only presenting a complete rhetorical analysis of one speech, but, based on that analysis, presenting an oral reading of the speech as well. Open to sophomores, juniors, and seniors only. (Offered in alternate years.)

[320F] Understanding Mass Media. Survey and analysis of American mass communication from the audience's perspective. Emphasis on the electronic media. Application of communication theory so as to develop a critical awareness of the persuasive, informative, and artistic capabilities and limitations of various media. Topics include history and development, communication environment, responsibilities, controls, functions, effects, and trends. Open to sophomores, juniors, and seniors only. (Offered in alternate years.)

341S Organizational Communication. Survey, analysis, and application of current theory and research on communication in organizations. Study of the effect of communication on member satisfaction and productivity. Topics include communication structures, functions, and contexts in organizations. Development of diagnostic and evaluative instruments. 101 or 230 recommended. (Offered in alternate years.) Somer.

[350S] Freedom of Expression. Analysis of theories and practices in the regulation of the flow of information and opinions. Consideration of the artistic, social, and political dimensions of public communication affected by regulation or control. (Writing-intensive.) Open to sophomores, juniors, and seniors only. (Offered every third year; next offered 1992-93.) Maximum enrollment, 20.

[450F] Seminar: Rhetorical Behavior in Society. Study of the role of persuasion in the perception and enactment of selected subjects of special or timely interest, such as politics, religion, mass media, ethics, and social norms. (Writing-intensive.) Open to juniors and seniors only. (Offered every third year.) Maximum enrollment, 12.

460F Criticism of Rhetoric. Advanced study of values in rhetorical practice. Readings in the history and theory of rhetoric, analysis of early

rhetorical criticism. Development of a system of individual rhetorical values and criticism for use in the analysis of contemporary rhetorical practice. (Writing-intensive.) Open to juniors and seniors only. (Offered every third year.) Maximum enrollment, 20. Wright.

Swahili

See Critical Languages.

Swedish

See Critical Languages.

Romance Languages and Literature

Rouben C. Cholakian, *Acting Chair*

The Department of Romance Languages and Literature offers programs of instruction and concentrations in French and in Spanish. The foreign language is used as much as possible in the introductory courses, while all upper-level classes are conducted entirely in the foreign idiom. Because modern language study is not an abstract learning exercise limited to the classroom, the Department strongly recommends study abroad and sponsors its own Junior Year in France and Academic Year in Spain programs.

French

Faculty

Patricia F. Cholakian
Rouben C. Cholakian
Françoise Davis
Martine Guyot-Bender
Roberta L. Krueger (FS)
Cheryl A. Morgan
John C. O'Neal

A concentration in French consists of eight courses numbered 140 or higher chosen according to one of the three combinations listed below; at least four courses must be taken at Hamilton or in the Junior Year in France program. French 211 and 212 must be taken before the senior year. French 200 is strongly recommended but is not obligatory as a prerequisite for 211 and 212. Any history, civilization, or culture course offered by another department concentrating specifically on France may satisfy the 250 requirement, but will not count as one of the eight concentration courses.

After 140 and in addition to 250 (or the equivalent), the student may choose one of three options:

1) 200, 211, 212, two 300-level courses, and one elective (two if 200 is waived);
2) 200, 211, either 304 or 306, either 308 or 310, and two electives (three if 200 is waived);
3) 200, 212, either 315 or 325, either 335 or 345, and two electives (three if 200 is waived).

Concentrators may not normally fulfill the requirements for the major through the election of 200-level courses during their senior year. Concentrators will be required to pass a language proficiency examination at the end of the first semester of the senior year.

All concentrators in French are required to participate in a Senior Program that consists of the following: 1) Enrollment in a 300-level course in both the fall and spring semesters. These courses may count toward the eight courses required for the concentration. (Honors students will take 550 in lieu of a 300-level course in the spring.); 2) Completion of a substantial

research paper in one of the 300-level courses; 3) Completion of a comprehensive examination in the spring semester based on previous course work. A complete description of the Senior Program is available in Christian A. Johnson 202.

To attain honors in French, students must pass the comprehensive examination with distinction and complete the Honors Project (550).

A minor in French consists of five courses numbered 140 or higher, including at least one literature course and one course at the 300 level.

Hamilton College Junior Year in France

After a preliminary four-week orientation in Biarritz, students register at the Université de Paris III. In consultation with the Director, they select a program of four courses per semester from those offered at Paris III, or at other institutes such as the Institut d'Etudes Politiques, the Institut Catholique, and the Institut Britannique. In addition, a number of special courses taught by French professors are arranged by Hamilton in Paris.

The Université de Paris and the special institutes announce their courses at the beginning of each academic year. The Director makes specific course information available to students as soon as possible. A wide variety of courses in art history, economics, French language and literature, history, music, philosophy, political science, sociology, and theater are offered. Students are urged to take at least one semester of a language class, and are encouraged to select a balanced program of courses in different disciplines. A detailed description of selected courses offered in 1991-92 is contained in the program's catalogue.

All courses taken with the Hamilton College Junior Year count toward the graduation requirement. However, students with concentrations other than French must consult with the appropriate department before departure about transfer of credit for the concentration.

The Hamilton College Junior Year in France is for a full academic year. Since most university courses are annual courses, final evaluation occurs at the end of the second semester. In addition, the Department believes that far greater linguistic and cultural benefits are gained from an academic year in France, rather than from a semester. Concentrators and other serious language students are therefore encouraged to participate in the nine-month program.

110F First Term French. A thorough grounding in aural comprehension, speaking, reading, and writing. Four hours of class, with additional drill and laboratory work. Intended for beginners. Those who have previously studied French are required to take both 110 and 120 in order to earn credit. Consult the instructor. Davis.

120F,S Second Term French. Further work in aural comprehension, speaking, reading, and writing. Four hours of class, with additional drill and laboratory work. Prerequisite, 110. Students placed in 120 should select

120F, which is a general review; 120S is a continuation of 110. Morgan (Fall); P. Cholakian and Davis (Spring).

130F,S Third Term French. Review of grammar and syntax. Reading and vocabulary training. Oral practice. Three hours of class, with additional drill and laboratory work. Prerequisite, 120. R. Cholakian (Fall); Guyot-Bender (Spring).

140F,S Fourth Term French. Reading of selected texts, with outside reading. Practice in oral and written expression. Three hours of class, with additional drill and laboratory work. Prerequisite, 130. Guyot-Bender (Fall); O'Neal (Spring).

200F,S Advanced French. Designed for students who wish to acquire a better command of spoken and written French and to improve their reading skills. Written as well as oral exercises and conversation. (Writing-intensive.) Taught in French. Prerequisite, 140 or consent of instructor. Maximum enrollment, 20. O'Neal (Fall); Morgan (Spring).

211F Introduction to French Literature I. Study and analysis of selected major works from 1800 to the present. Written reports and oral presentations. Taught in French. French 200 is strongly recommended but is not obligatory as a prerequisite; consult the Department. Guyot-Bender.

212S Introduction to French Literature II. Study of representative genres from the Middle Ages to 1800. Special attention to problems and techniques of literary analysis. Taught in French. French 200 is strongly recommended but is not obligatory as a prerequisite; consult the Department. Maximum enrollment, 20. P. Cholakian.

[250] Contemporary France. A study of selected topics pertaining to present-day French society. Discussion, written and oral work. Taught in French. Prerequisite, 140 or consent of instructor. May be taken by students who have had a 300-level course, in which case extra work is required.

260F French Women, Then and Now. Selected readings about women from the *ancien régime* to the present. Study of both literary and non-literary texts as well as audiovisual materials. Emphasis on class discussion and oral and written reports, with a view to increasing proficiency in reading, writing, and speaking. Taught in French. Not open to students returning from a year or semester of study in a French-speaking country. Prerequisite, 200 or consent of instructor. P. Cholakian.

[265F] Romance Linguistics. A survey of the historical, social and literary background against which spoken Latin of the Roman Empire evolved into the different Romance languages. Emphasis on the external rather than the internal history (historical grammar) of these languages. Taught in English. (Same as Spanish 265.) (Offered in alternate years.)

[275] Conversation and Phonetics. Oral practice to build active vocabulary through dialogues, discussions, and short oral reports. Study of French pronunciation and intonation, with training in the laboratory. General tendencies of spoken French, with concentration on special problems of Americans. Prerequisite, 200 or consent of instructor. Department consent required for those who have studied in a French-speaking country.

280S Francophone Culture. An introduction to culture in French-speaking areas beyond the Hexagon: Africa, the Caribbean, Canada. Representative texts in different genres. Analyses, discussions, reports. Taught in French. French 200 recommended. Not open to students returning from a year or semester of study in France, except by consent of instructor. R. Cholakian.

[290] Career Skills in French. Introduction to the vocabulary and practices of the French world of commerce. Oral and written reports. Participation in simulated situations involving banking, telephoning, advertising, and job hunting. Readings taken from current periodicals. Extensive use of audiovisual resources. Taught in French. Prerequisite, 140 or consent of instructor. Not open to seniors except by special permission.

295S Advanced Composition and Oral Practice. A practical course, conducted entirely in French, with emphasis on oral and written use of the language. Regular compositions and short oral reports. Particularly intended to prepare students for study abroad. (Writing-intensive.) Prerequisite, any 200-level course or consent of instructor. Department consent required for those who have studied in a French-speaking country. Maximum enrollment, 18. Davis.

[304] Medieval French Literature. Representative works of the major literary genres. The *chanson de geste,* courtly romance, lyric poetry, miracle legends, the *fabliau,* and drama studied in their socio-historic contexts. Lectures, discussion, research, and oral reports. Taught in French. Prerequisite, any 200-level course or consent of instructor. (Next offered 1992-93.)

306S Renaissance Poetry. The poetic eye/I in the works of Villon, Scève, Labé, Du Guillet, Ronsard, du Bellay, d'Aubigne, Sponde. Analyses, discussions, and recitations. Taught in French. Prerequisite, any 200-level course or consent of instructor. R. Cholakian.

[308] French Classicism. Study and analysis of important texts of the seventeenth century. Authors studied and discussed include Corneille, Molière, Racine, and Mme de Lafayette. Written and oral reports and *explications de textes.* Taught in French. Prerequisite, any 200-level course or consent of instructor. (Next offered 1992-93.)

310F The French Enlightenment. An examination of France's eighteenth century literature and the questions it raises about nature, sensibility,

cultural relativism, genius, social organization, and morality. Readings include works by Prévost, Voltaire, Graffigny, Diderot, La Mattrie, Rousseau, and Laclos. Taught in French. Prerequisite, any 200-level course or consent of instructor. O'Neal.

[315] The Ins and Outs of Romanticism. Close analysis of prose and poetry, with attention to the socio-historic context of the period from the First Empire to the end of the Second Republic (1804-1852). Exploration of the *mal du siècle* and textual constructions of gender. Authors studied include Chateaubriand, Staël, Duras, Lamartine, Vigny, Desbordes-Valmore, Hugo, Balzac, and Sand. (Next offered 1992-93.)

325F The Nineteenth Century Novel and Gender: Balzac to Zola. Exploration of the representation of genders in nineteenth century novels and art. Figures examined include the dandy, the prostitute, the courtesan, the androgyne, and the "new" woman, with attention to aesthetics and socio-cultural contexts. Authors studied include Balzac, Gautier, Flaubert, Huysmans, Zola, and Rachilde. Taught in French. Prerequisite, any 200-level course or consent of instructor. Morgan.

[335] Early Twentieth Century. Literary developments in the theater, novel, and poetry between 1900 and 1939. Authors studied include Gide, Claudel, Apollinaire, Proust, Valéry, Colette, and Malraux. Lectures, discussions, outside reading, and oral and written reports. Prerequisite, any 200-level course or consent of instructor. (Next offered 1992-93.)

345S War in Twentieth Century Literature. Exploration of various ways of writing about war. Critical reading to examine commitment literature and the problem of writing history, especially the relationship between reality and fiction. Introduction to the theory of the novel. Emphasis on textual analysis. Authors studied include Apollinaire, Céline, Gracq, Duras, Modiano, and Wiesel. Taught in French. Prerequisite, any 200-level course or consent of instructor. Guyot-Bender.

[370] Topics in French Literature. Lectures, discussions, outside reading, and oral and written reports. Prerequisite, any 200-level course or consent of instructor.

550S Honors Project. Independent study programs consisting of the preparation and oral defense of a paper, for students who qualify as candidates for departmental honors. Only students having an average of at least 88 in courses counting toward the concentration at the end of the first semester of the senior year may qualify. In order to earn honors, other requirements must be fulfilled as outlined above. The Department.

Spanish

Faculty
Cecelia B. Lawless
Jeremy T. Medina
Elisa Rosales
Santiago Tejerina-Canal
Tamara R. Williams (FS)

Special Appointments
Louis G. Baskinger
Carlota Powers

A concentration in Spanish consists of eight courses numbered 140 or higher, at least four of which must be taken at Hamilton or in the Hamilton College Academic Year in Spain program. These must include one course in civilization (either Spanish or Latin American) and an advanced course in each of the following: nineteenth or twentieth century Spanish literature, Latin American literature, and Cervantes' *Don Quijote.* In addition, at least one other course on the 300 (or 500) level must be taken, excluding Spanish 390. The Department strongly recommends that a student complete at least two 200-level courses before entering a course at the 300 level. Any history, civilization, or culture course offered by another department concentrating specifically on Spain or Latin America may satisfy the civilization requirement but will not count as one of the eight concentration courses. Only one course in translation may be counted as one of the eight courses for the concentration or as one of five required for a minor. However, courses in translation may satisfy the advanced course and civilization requirements. Concentrators may not normally fulfill the requirements for the major through the election of 200-level courses during their senior year. Concentrators will be required to pass a language proficiency examination after the first semester of the senior year.

All concentrators in Spanish are required to complete the Senior Program sequence by: 1) participating in a 300-level course in both the fall and spring semesters. Honors students will take 550 in lieu of a 300-level offering in the spring. A substantial research paper must be written in one of these courses. 2) reviewing works on a list prepared in consultation with the Department, in preparation for: 3) a comprehensive examination taken at the end of the senior year. A complete description of the Senior Program is available in Christian A. Johnson 202.

Candidates for honors in Spanish are required to complete with distinction 550 (Honors Project) and to earn a B + or better on the comprehensive examination.

A minor in Spanish consists of five courses numbered 140 or higher, including at least one literature course and one course (excluding courses in translation) at the 300 level.

Hamilton College Academic Year in Spain

The Academic Year in Spain was established in 1974 in order to offer the highest possible academic standards (i.e., distinguished professors, small

classes, and the speaking of Spanish only), along with careful attention to the intellectual, cultural, and social needs of each student.

Directors-in-residence are drawn from Hamilton, Williams and Swarthmore Colleges. The program is administered at Hamilton by a General Director and by the Programs Abroad Committee of the Department of Romance Languages. Also affiliated with the program are Amherst and Haverford Colleges.

All courses are taught entirely in Spanish and encompass a wide variety of linguistic and cultural areas, including advanced language, phonetics, the art of translation, the history of Spanish art, cinema, analysis of poetic texts, Cervantes, contemporary theater, nineteenth and twentieth century narrative, contemporary Spanish and Latin American history, the economy of Spain, anthropology, sociology, contemporary Spanish politics, folklore and music, and the role of Spain within the current European context. The courses are given by the Facultad de Filosofía y Letras of the Universidad Complutense de Madrid or by other authorities in the field of letters, history, social science, or the arts. Language and civilization classes form part of a fall orientation program in the northern coast village of Comillas, while a similar arrangement for spring students takes place in the town of Nerja on the southern coast. Frequent group excursions to all parts of Spain serve to complement the rich academic and social opportunities of the capital city.

The program is open to sophomores, juniors, and first semester seniors. Although it is in principle a full-year program, application may be made for either the fall or spring sessions. To be eligible, students must normally have completed at least one 200-level Spanish course and have an overall average of at least 82.

110F First Term Spanish. Thorough grounding in aural comprehension, speaking, reading, and writing. Linguistically oriented and conducted according to the intensive oral method. Four hours of class, with additional drill and laboratory work. Medina.

115F Intensive Spanish I. Intensive training in all of the language skills and grammar. Designed for enthusiastic beginning students who wish to accelerate their learning of Spanish. Successful completion of the course will normally place students into 130 or 135. Two credits. Five hours of class, with additional three hours of laboratory work, drill, and activities with teaching assistants. Medina.

120F,S Second Term Spanish. Further work in aural comprehension, speaking, reading, and writing. Four hours of class, with additional drill and laboratory work. Prerequisite, 110. Powers (Fall); the Department (Spring).

130F,S Third Term Spanish. Intensive grammar review. Stress on oral practice and selected readings from modern Spanish texts. Three hours of class, with additional drill and laboratory work. Prerequisite, 120. Rosales.

135S Intensive Spanish II. Intensive grammar review and further work in all the language skills through the reading of selected texts and intensive practice in oral and written expression. Designed for enthusiastic intermediate students who have passed 115 with success or 120 with distinction, and who wish to accelerate their learning of Spanish. Successful completion of the course will normally place students into 200. Two credits. Five hours of class and three hours of laboratory work, drill, and activities with teaching assistants. Rosales.

140F,S Fourth Term Spanish. Reading of selected texts. Practice in oral and written expression. Three hours of class, with additional drill and laboratory work. Prerequisite, 130. Lawless (Fall); Medina (Spring).

150S Spanish for Native Speakers. A comprehensive, structural review of the Spanish language for bilingual students. Writing skills developed through topics in composition. Three hours of class, with additional drill work. Placement by departmental examination. (Offered in alternate years.) Maximum enrollment, 10. The Department.

200F,S Advanced Spanish. Designed for students who wish to acquire a better command of the language. Emphasis on conversation based on readings selected from Latin American or Spanish peninsular sources. Written compositions and exercises. (Writing-intensive.) Three hours of class and an additional conversation hour, with supplementary laboratory work. Taught in Spanish. Prerequisite, 140 or consent of instructor. Maximum enrollment, 20. Powers and Tejerina-Canal (Fall); Tejerina-Canal (Spring).

210S Introduction to Spanish Literature. Intensive study and analysis of selected modern works. Emphasis on student participation and on original application of critical methodology. Taught in Spanish. Prerequisite, 140 or consent of instructor. Tejerina-Canal.

220F Special Topics in the Spanish and Spanish American World. Study of significant cultural and historical topics concerning the Spanish-speaking world. Topic for 1991-92: Readings in Spanish Culture. Study of various aspects of Spanish peninsular culture through an analysis of literary and expository writings. Includes Spanish painting, festivals, and the bullfight, as well as a number of sociological and political phenomena of contemporary Spain. Taught in Spanish. Prerequisite, 140 or 150, or consent of instructor. Baskinger.

[230F] The Hispanic U.S.A. A study of the Hispanic presence and influence in the United States, intended to instill knowledge of and an appreciation for the important role of Hispanics in this country. Readings cover Spain's presence from the sixteenth to the nineteenth centuries, the Mexican state, and the current reality of Hispanics in the United States. Taught in Spanish. Prerequisite, 140 or 150, or consent of instructor. (Offered in alternate years.)

240S Spanish American Civilization. The history and culture of Spanish America. A study of the origins and evolution of the Spanish American character, tradition, and thought. Taught in Spanish. Prerequisite, 140 or consent of instructor. (Offered in alternate years.) Lawless.

[250S] Spanish Civilization. A study of the culture of Spain, including history, painting, music, and the development of the modern Spanish character, with emphasis on contemporary social, political, and religious problems. Taught in Spanish. Prerequisite, 140 or consent of instructor. (Offered in alternate years.)

[260F] Introduction to Spanish American Literature. A panoramic view of the development of Spanish American literature, emphasizing representative works of each period or literary school. Introduction to basic skills for literary analysis. Taught in Spanish. Prerequisite, 140 or consent of instructor. (Offered in alternate years.)

[265F] Romance Linguistics. For full description, see French 265. Taught in English. (Offered in alternate years.)

270F The Art of Translation. Theoretical and practical study of the process of translation, both from Spanish to English and from English to Spanish. Reference to a wide variety of texts in order to introduce the student to the language of different levels of discourse. (Writing-intensive.) Taught in Spanish. Prerequisite, 140 or 150, or consent of instructor. Maximum enrollment, 20. Rosales.

[275S] The Evolution of the Spanish Language. An overview of the historical development of the phonetic and morphological properties of the Spanish language. Emphasis on internal history, but with attention also to the process of expansion from a minor dialect (Castilian) to a significant world language. Taught in Spanish. Prerequisite, any 200-level course or consent of instructor. (Offered in alternate years.)

305S Masterpieces of Golden Age Literature. Detailed study of some of the major works of the sixteenth and seventeenth centuries, drawn from the narrative, dramatic, and poetic production of the Golden Age. Includes prose by Cervantes and the creators of the picaresque novel, plays of Lope de Vega and Calderón, and poetry of Garcilaso, Fray Luis de León, San Juan de la Cruz, Quevedo and Góngora. Taught in Spanish. Prerequisite, any 200-level course or consent of instructor. (Offered every third year.) Medina.

[315S] Modernismo. Analytical study of the first literary movement of Latin American origin to have a major impact on all Hispanic literature. Includes essay, prose fiction, poetry and theater of such *modernista* writers as Rubén Darío (Nicaragua), Rodó and Herrera Reissig (Uruguay), Martí and Casal (Cuba), Gutiérrez Nájera, Amado Nervo and González Martínez (Mexico), Lugones and Larreta (Argentina), Valle-Inclán and the Machados

(Spain), Asunción Silva (Colombia), Jaimes Freyre (Bolivia), and Santos Chocano (Peru). Taught in Spanish. Prerequisite, any 200-level course or consent of instructor. (Offered every third year; next offered 1992-93.)

[320] Contemporary Latin American Novel. Reading and discussion of the major works by the generation of writers known as the Latin American "boom": Borges, Rulfo, Cortázar, Fuentes, García Márquez, Vargas Llosa, and Carpentier. Consideration given to the political factors that inform the ideological definitions of these writers. Taught in Spanish. Prerequisite, any 200-level course or consent of instructor. (Offered every third year; next offered 1992-93.)

[321S] Contemporary Latin American Narrative in Translation. Reading and discussion of twentieth century narrative texts by representative Latin American authors. Includes works by Borges, Fuentes, García Márquez, Donoso, Vargas Llosa, Allende, and Menchú. Consideration given to historical and political contexts that inform their writings. All texts and class work in English. Prerequisite, one course in literature. (Offered every third year.)

[325S] Twentieth Century Latin American Poetry. Study of twentieth century works by representative Latin American poets beginning with Rubén Darío and with subsequent emphasis on the poetry of Nicolás Guillén, Gabriela Mistral, Vicente Huidobro, César Vallejo, Pablo Neruda, and Ernesto Cardenal. Taught in Spanish. Prerequisite, any 200-level course or consent of instructor. (Offered every third year.)

[330] Contemporary Spanish Novel. Critical reading and discussion of selected novels of Spain written from the Civil War to the present. Development of different trends in modern Spanish prose, with emphasis on the works of such authors as Cela, Laforet, Martín-Santos, Juan Goytisolo, Torrente Ballester, and Martín Gaite. Taught in Spanish. Prerequisite, any 200-level course or consent of instructor. (Offered every third year; next offered 1992-93.)

340F Latin American Women Writers. Study of the literature written by women in Latin America. Discussion of "women's" language and discourse, the relations between race, class, and gender, and some theoretical and critical aspects dealing with gender and writing. Authors studied include Ana Lydia Vega, Magali García Ramis, Sor Juana Inés de la Cruz, Elena Poniatowska, Luisa Valenzuela, Rosario Ferre, Aida Cartagena, and Ola Orozco. Taught in Spanish. Prerequisite, any 200-level course or consent of instructor. (Offered every third year.) Lawless.

[350F] The Realistic Novel. Analysis of the works of leading writers of the Realistic Movement in Spain. Special attention to Galdós, but including novels by Alarcón, Valera, Pardo Bazán, Clarín, and Blasco Ibáñez. Taught in Spanish. Prerequisite, any 200-level course or consent of instructor. (Offered every third year.)

360F The Generations of 1898 and 1927. Study of the Generation of 1898 and the poets of the Generation of 1927, including Jiménez, Antonio Machado, Baroja, Unamuno, Azorín, Benavente, Salinas, Guillén, García Lorca, and Alberti. Ideas, trends and new concepts of Spanish literature in the twentieth century. Taught in Spanish. Prerequisite, any 200-level course or consent of instructor. (Offered every third year.) Tejerina-Canal.

370S Special Topics in Spanish Literature. Topic for 1991-92: Mapping Literary Spaces of Latin America. Exploration of the meaning of the 500th anniversary of Columbus's "discovery" of the New World and of the contrast between the *conquistadores'* spacial vision and the present-day image of the Latin American city. Study of interpretations of the letters of Columbus, Cortés, and Cabeza de Vaca by Borges and Vargas Llosa, in comparison with texts by Carpentier, Perri Rossi, and Cortázar, among others. Includes an analysis of the sociopolitical significances of the writers' domestic, private space. Various films are integrated into the course. Taught in Spanish. Prerequisite, any 200-level course or consent of instructor. Lawless.

[380S] Cervantes' *Don Quijote.* Careful analysis of the style, characterization, theme, and structure of Spain's greatest literary masterpiece, and the study of the work's relationship to the major social and intellectual currents of the seventeenth century. Taught in Spanish. Prerequisite, any 200-level course or consent of instructor. (Offered every third year.)

[390S] Advanced Composition and Oral Practice. Study of Spanish at the most advanced level, with emphasis on the practical application of the oral and written use of the language. Regular compositions and short oral reports. (Writing-intensive.) Taught in Spanish. Prerequisite, one 300-level course or three 200-level courses, or consent of instructor. Departmental consent required for those who have studied in a Spanish-speaking country. Open to sophomores. (Offered every third year.) Maximum enrollment, 18.

550S Honors Project. Independent study program consisting of the preparation and oral defense of a paper, for students who qualify as candidates for departmental honors. Only students having an average of at least 88 in courses counting toward the concentration at the end of the first semester of the senior year may qualify. In order to earn honors, other requirements must be fulfilled as outlined above. The Department.

Russian

See German and Russian Languages and Literatures.

Russian Studies

The interdisciplinary concentration in Russian Studies consists of ten courses, including the core courses Russian 220, 300, and 400, Government 213 or 293, and History 221 and 222; three other courses from the list below; and the Senior Project (550), which must include use of Russian language sources and be undertaken under the guidance of the members of the Russian Studies Committee. Completion of the Senior Project requires registration in Russian 400 and Russian Studies 550. A copy of the description of the Senior Program in Russian Studies is available in Christian A. Johnson 225. Study in the Soviet Union can be counted toward the concentration; appropriate linguistic preparation in the USSR and/or a satisfactory score on a diagnostic reading test in Russian can, with approval, replace Russian 400. Honors will be determined by excellence in course work and the Senior Project. A minor in Russian Studies consists of Russian 220 and 300; Government 213 or 293; and History 221 and 222.

The program in Russian Studies is administered by a faculty committee consisting of Professors Franklin Sciacca (Chair) (Russian), John Bartle (Russian), and Don Van Atta (Government).

550F,S Senior Project. A project limited to senior concentrators in Russian Studies, resulting in a thesis supervised by a member of the Committee.

Government

[213F] Contemporary Soviet Politics
293F Soviet Foreign Policy
[314S] Change in Communist Regimes

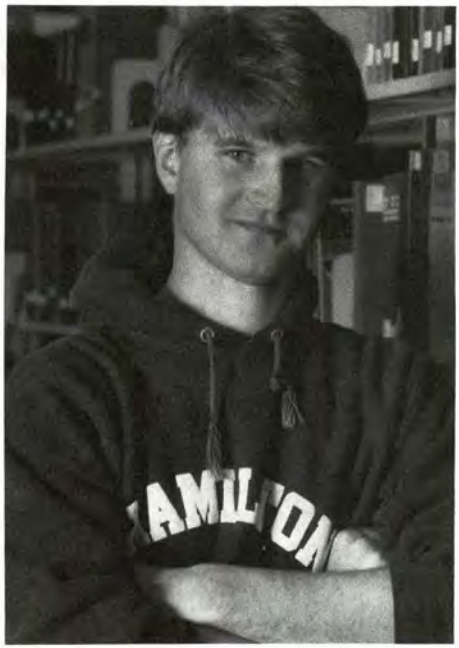
History

221F Imperial Russia
222S The Soviet Union
[303S] Russia Before Peter the Great
[322S] Studies in Russian Intellectual Dissent
328S Stalin and Stalinism

Russian

220S Intermediate Russian II
225F Madness, Murder, and Mayhem: Nineteenth Century Russian Literature
226S The Russian Avant-Garde
250F Russian Civilization in the Age of *Glasnost* and Gorbachev—and Beyond
[288S] Twentieth Century Russian and East European Theater
[298S] Russian Fairy Tales, Myths, and Legends
300F Advanced Russian I

330S **Advanced Russian II**
400F **Seminar in Russian Language for Research**
[440S] **Special Topics in Language Study and Reading**



Sociology

Faculty

David J. Gray, *Chair*
Daniel F. Chambliss
Dennis L. Gilbert (FS)
Haldun N. Gülalp
Paula C. Rust

A concentration in Sociology consists of 101, 301, 302, and five additional courses, including 550 (Senior Project). Concentrators are encouraged to take a course in modern European history prior to the junior year. Statistics is recommended for students considering graduate study. A Senior Project (550) is required for the concentration. A complete description of the Senior Project is available in Kirner-Johnson 136. An oral examination based on a distinguished Senior Project is required of candidates for honors. A minor in Sociology consists of 101, 301 or 302, and three additional courses.

101F,S Introductory Sociology. Sociological perspective on human behavior. Classic and contemporary sociological concepts that further an understanding of the structure, process, stability, and change of social life. Not open to juniors and seniors except with permission of the Department. The Department.

[204F] Social Stratification. Origins and consequences of inequalities in the distribution of wealth, income, power, and prestige. Power structures, class conflict, social mobility, and class differences in social values and lifestyles. Theories of stratification, including those of Marx, Weber, and the functional school. (Next offered 1992-93.)

[220F] The Sociology of Addiction. The concept of addiction and the nature of addictive behavior. Examination of traditional addictions, e.g., alcohol, tobacco and other drug addictions, as well as the controversy surrounding the recent expansion of the concept into the areas of "love" and "sex" addiction. Implications for detection and treatment. Racial, gender, and class differences in the incidence and form of addictive behavior. Prerequisite, 101 or consent of instructor. (Offered in alternate years.)

[225S] Latin American Society. Latin American revolutions examined in the context of long-term processes of social and economic change. Topics include development strategies, the relationship between economic growth and distribution, class conflict in urban and rural settings, population growth, and the influence of foreign investors and their governments. (Offered in alternate years.)

240S Self in Society. An intermediate-level course in phenomenological social psychology. Emphasis on the nature of the self, the life world as experienced, the taken-for-granted nature of social life, roles and bad faith, and the routinization of everyday life. Personal applications possible in journal and papers. Prerequisite, one course in Sociology or Psychology. Chambliss.

242S The Social Consequences of Psychosexual Diversity. Examination of transsexualism, transvestism, lesbianism, male homosexuality, and the social reaction to psychosexual diversity in the contemporary United States. Topics include life-styles and subcultures, identity change, sociopolitical movements, and scientific perspectives. Critical examination of sociological literature on stereotypes and deviance. Guest speakers, films and class discussion augment lecture. Prerequisite, 101 or consent of instructor. Maximum enrollment, 40. Rust.

[244F] Language, Self, and Society. For full description, see Linguistics 244. (Offered in alternate years.)

245F Race and Ethnicity. For full description, see Africana Studies 245. Prerequisite, 101 or Africana Studies 101. Woldemikael.

[247S] Sociolinguistic Constructions of the Hispanic. For full description, see Linguistics 247. Linguistics 100 recommended, or consent of instructor. Open to sophomores, juniors, and seniors only. (Offered in alternate years.)

248S State and Society in the Middle East. Social and political history of the Middle East. Analysis of the class structures and political regimes in the region. Examination of problems related to development and democracy. Prerequisite, one course in social science or consent of instructor. Gülalp.

251F Survey of Social Psychology. A review of the classic work in the field and a broader "liberal arts" view of social psychology. Includes such authors as Nietzsche, Freud, and Sartre. A more philosophical, less scientific, view of social psychology. Prerequisite, one course in Sociology or Psychology. Chambliss.

[272S] Sociology of Poverty. Distribution and character of poverty in the United States. Ethnographic descriptions of impoverished populations, including urban ghetto dwellers, migrant farm workers, and the aging. Malnutrition, health care, unemployment, and other special problems of the poor. Competing explanations of persistent poverty in an affluent society. The welfare system and other relevant policy topics. Includes internship, one-half day per week in poverty agency. (Next offered 1992-93.)

[291F] Deviance. A comprehensive examination of the social processes associated with the transformation of conforming persons and groups into deviants. Various formulations of deviance emphasized. Prerequisite, 101. (Next offered 1992-93.)

301S Sociological Theory. Examination of classic and contemporary sociological concepts and perspectives. Emphasizes historical origins and development of the sociological discipline. (Writing-intensive.) Prerequisite, 101 or consent of instructor. Maximum enrollment, 20. Chambliss.

302F Research Methods. Formulation of a research problem, choice of an appropriate research strategy, execution of that strategy, and interpretation of the results. Both qualitative and quantitative methods presented, with emphasis on the quantitative, including measurement of variables and use of statistical techniques to test hypotheses. Prerequisite, concentration in a social science discipline or consent of instructor. Rust.

[303S] Sociology of Knowledge. An effort to understand the implications of the idea that thought is related to social position and linguistic practices. Authors studied include Marx, Mannheim, Berger, and Marcuse. A strong background in social science recommended, as well as some work in philosophy. (Offered in alternate years.) Maximum enrollment, 20.

305F Seminar in Marxist Sociology. Critical examination of the sociological thought of Karl Marx and recent Marxist writers. Topics considered include alienation, ideology, imperialism, social classes and the state, and recent changes in the class structure of industrial societies. Prerequisite, one course in social science. Maximum enrollment, 12. Gülalp.

[307S] Sociology of Formal Organizations. Analysis of large-scale organizations. Topics include bureaucratic structure, power, technology, change, anarchy, and interaction between organizations and their environments. Prerequisite, 101 or consent of instructor. (Next offered 1992-93.)

326S Voices of the Third World. Examination of the historical origins and contemporary structures of politics, ideology, and social class in the Third World. Cultural reactions to formal and informal colonialism from secular nationalism to religious fundamentalism. (Writing-intensive.) Prerequisite, 101 or consent of instructor. Maximum enrollment, 20. Gülalp.

[330S] Utopia and the Individual. Examination of Utopian literature. Readings include Plato's *The Republic*, More's *Utopia*, Bellamy's *Looking Backward*, Skinner's *Walden II*, Orwell's *1984*, Huxley's *Brave New World*, and contemporary comments on the nature of the good society. Prerequisite, one course in Sociology or Philosophy. Open to juniors and seniors only. Maximum enrollment, 40. (Offered in alternate years.)

331S Urban Sociology. Examination of urban life in historical and cross-cultural perspective. Implications for social policy considered. Prerequisite, 101. (Offered in alternate years.) Woldemikael.

[360S] Seminar on Revolution in Central America. Social change and political upheaval in El Salvador, Nicaragua, Guatemala, Costa Rica, and Honduras. The transformation of Central American societies via agro-export development, demographic change, and shifting class structures. Oligarchs, generals, democrats, Christians, guerrillas, Yankees, Cubans, and Soviets in the regional power struggle. Prerequisite, one course on Latin America or consent of instructor. (Next offered 1992-93.) Maximum enrollment, 12.

370F Seminar on the Social and Literary Constructions of Women's Sexuality. Exploration of the roles of social structure and ideology in the definition of women's sexuality, including a survey of women's sexuality in historical, literary, and cross-cultural perspectives. Special attention to the intersection of sexuality, race, and class. Topics include sexual coercion, prostitution, pornography, sexual orientation, and the organization of women's health care. Prerequisite, two of the following: 101, Women's Studies 101, or one course in literature; or consent of instructor. (Same as Comparative Literature 370 and Women's Studies 370.) (Offered in alternate years.) Maximum enrollment, 15. N. Rabinowitz and Rust.

[425F] Seminar on the Nicaraguan Revolution. The Sandinista revolution in sociological perspective. Topics include the agro-export basis of pre-revolutionary society, the origins of the 1979 insurrection, politics and social policy since 1979, and Sandinista foreign policy and its relationship to domestic policy. Prerequisite, 225, Government 216, History 260, or Spanish 240, or consent of instructor. (Offered in alternate years.) Maximum enrollment, 12.

550F,S Senior Project. Investigation of a sociological topic resulting in a thesis or several shorter papers on various topics. Open to seniors only. Gray and Rust.

Spanish

See Romance Languages and Literature.

Theatre and Dance

Carol Bellini-Sharp, *Chair*

Theatre

Faculty

Carol Bellini-Sharp
Brady Sewell Thomas

Special Appointment

William Burd

A concentration in Theatre consists of the following: for acting, 101, 102, 105, 201, 202, 210, 301, 307 or 350, 308, and 550 or 560; for directing, 101, 102, 105, 201, 202, 303, 307, 308, 350, and 550 or 560. Students are encouraged to elect additional courses in dramatic literature, art, and music. The Senior Program requirement in Theatre may be fulfilled through a satisfactory completion of one of the following options: a Senior Thesis (550), which may be a research paper or the composition of a play; or Senior Performance/Production (560), which may be an acting showcase, the directing of a play or scene, or designing for a departmental production. No student who has completed the requirements and maintained an 85 average in Theatre courses will be prohibited from selecting a performance/production as the Senior Project. Students falling below the 85 average will be required to take the research option, or to register for an independent study prior to the project as preparation for the project. A complete description of the Senior Program in Theatre is available in Kirner-Johnson 154.

Departmental honors may be earned through outstanding achievement in course work, a history of distinguished contribution to the Theatre program, and excellence in the performance, composition, or production component of the Senior Program, as judged by the Department. A Theatre minor may be acquired in acting (101, 201, 202, 307, and 308) or design/production (105, 212, 215, 307, and 308).

101F Introductory Acting. Basic elements of the actor's craft: movement, voice, senses, imagination, and characterization. Focus on sensitivity, improvisation, and stage action. Two and one-half hours of class and two and one-half hours of studio. Not open to juniors and seniors except with permission of the Department.. Maximum enrollment in each section, 16. Thomas.

102S Introductory Acting Workshop. Scenes, situations, circumstances, and stage actions. Two and one-half hours of class and two and one-half hours of studio. Prerequisite, 101. Maximum enrollment, 16. Thomas.

105S Stagecraft. Fundamentals of scenery construction, rigging, scene painting, stage lighting, costume construction, properties, and sound for the theatre. Three hours of class and six hours of laboratory. Maximum enrollment, 12. Burd.

[110F] Introduction to Theatre and Drama. A study of theatre and drama from the Greeks to the present, focusing on the plays, productions, and events which represent significant developments in the art of theatre. Readings and discussions of plays, selected short readings in theory, history, and criticism, and attendance at local performances. Consideration of the issues of texts, production, performance, meaning, context, and style. No previous knowledge of theatre required. Not open to juniors and seniors. (Offered in alternate years.)

141F-142S Production. The study of theatre through participation (performance and/or technical work) in a faculty-directed production. One-half credit. Thomas (Fall); Bellini-Sharp (Spring).

201F Intermediate Acting. Development of an individual working method through exploration of physical, vocal, emotional, and creative resources. Two hours of class and two hours of studio. Prerequisite, 101 or consent of instructor. Maximum enrollment, 16. Bellini-Sharp.

202S Intermediate Acting Workshop. Scene and monologue work, textual analysis, and characterization. Focus on Shakespearean and modern texts. Two hours of class and two hours of studio. Prerequisite, 201 or consent of instructor. Maximum enrollment, 16. Bellini-Sharp.

210S The Expressive Voice. Techniques for increased awareness of and skill with voice and speech production, enabling students to realize natural vocal potential and improved communication. Application for conversation, public speaking, singing, and acting. Maximum enrollment, 16. Bellini-Sharp.

212F Scene Design. A lecture/laboratory course in the design of scenery for the stage. Study of principles of composition, materials, and fundamentals of drafting and rendering, eventuating in practical scenic designs with floor plans, elevations, sections, and models. Prerequisite, 105. (Offered every third year.) Burd.

[213S] Lighting Design. A lecture/laboratory course in lighting for the stage. Study of principles of composition, graphic notation, electrical practice and its control, eventuating in practical lighting designs with plots, sections, and control charts. Prerequisite, 105. (Offered every third year; next offered 1992-93.)

[215F] Scene Painting. Study of the art and craft of painting for the theatre. Research into period designs and execution of examples of a variety of styles. (Offered every third year; next offered 1993-94.)

[245S] Modern Drama and Theatre. Exploration of the literary and theatrical dimensions of plays by major nineteenth and twentieth century dramatists. Readings include works by Büchner, Ibsen, Strindberg, Chekhov, Brecht, Beckett, and others. (Writing-intensive.) Prerequisite, one

course in literature or theatre, or consent of instructor. Maximum enrollment, 20. (Offered in alternate years.)

300F,S The Study of the Theatre through Production and Performance. Stage management, or design of scenery, lighting, or costumes for a faculty-directed production. Prerequisite, permission of the Department. The Department.

301S Advanced Acting. Scene study, characterization, and styles. Emphasis on individual acting problems. Three hours of class and three hours of studio. Prerequisite, 202 or consent of instructor. (Offered in alternate years.) Thomas.

303F Directing. Fundamentals of play direction and script analysis; study of selected directors and directorial problems; the direction of exercise scenes and a final scene or short one-act. Three hours of class and three hours of studio. Prerequisite, two semesters of acting and two other courses in Theatre and dramatic literature, or consent of instructor. (Offered in alternate years.) Bellini-Sharp.

307F-308S History of the Western Theatre. Against a background of social and intellectual movements, a study of the styles in the arts of design, architecture, costume, acting, and dramatic literature which distinguish periods in the history of the theatre that have exerted the most influence on the Western theatre of the twentieth century. First semester: the theatres of classical antiquity through the Baroque and Rococo periods. Second semester: the theatres of the nineteenth and twentieth centuries. Prerequisite, 110 or consent of instructor. (Offered in alternate years.) Bellini-Sharp and Thomas.

[350F] Advanced Performance and Direction. The formation of a company of actors and directors, using learned skills and techniques to create a repertory. Creative and rehearsal processes emphasized. Public presentation of one-acts at the end of the semester. Prerequisite, 301, 303, or consent of instructor. (Next offered 1992-93.)

550F,S Senior Thesis. A project resulting in either a research paper or the composition of a play. Open to senior concentrators only. The Department.

560F,S Senior Performance/Production. An acting showcase, the directing of a play or scene, costume and/or lighting design for a departmental production. Open to senior concentrators only. The Department.

Dance

Faculty

Diana F. Green
Elaine Heekin
Leslie Norton (FS)
Bruce Walczyk

Special Appointment

Richard Lloyd

A concentration in Dance consists of 201, 203, 205, 305, 307, and three semesters of Advanced Dance (311, 312). The Senior Program in Dance may be fulfilled through satisfactory completion of one of the following options: a Senior Thesis (550), which may be a research paper or a field study in movement behavior and its analysis/notation, or Senior Performance/Choreography (560), which may be a performance of dance works, the choreography of dance works, or both. No student who has completed the requirements and maintained an 85 average in Dance courses will be prohibited from selecting the Performance/Choreography option as the Senior Project. Students falling below the 85 average will be required to register for an independent study as preparation for the project. A complete description of the Senior Program in Dance is available in Kirner-Johnson 154.

Departmental honors may be earned through outstanding achievement in course work, a history of distinguished contribution to the Dance program, and excellence in the performance, composition, research, or production component of the senior year, as judged by the Department. A minor in Dance consists of four courses selected from 201, 203, 205, 305, and 307, and two semesters of Intermediate Dance (211, 212). Those who do not complete 201 for the minor must attend the weekly lectures of 101.

101F Introduction to Dance. An overview of dance as a performing art and as an academic pursuit. Classes in technique; lectures and discussions. Placement in dance technique classes according to present level of accomplishment. Maximum enrollment, 60. The Department.

112S Elementary Dance. Fundamentals of ballet and contemporary dance, incorporating technique, theory, and criticism. Prerequisite, 101 or consent of the Department. Maximum enrollment, 15. The Department.

141F-142S Performance. The study of dance through performance of a major role in a mainstage dance concert. One-quarter credit per semester. Prerequisite, invitation of the Department. The Department.

201S History of Dance. Study of the theatrical, social, and theoretical aspects of dance from primitive times through the twentieth century. Lectures, discussions, and films. No previous dance training required. (Writing-intensive.) (Offered in alternate years.) Maximum enrollment, 20. The Department.

203S Movement Analysis. Observing, analyzing, recording movement, and reconstructing from notation, using Laban's principles. Emphasis on cultural and aesthetic concepts of movement as a system of communication. Investigates alignment techniques, movement behavior, and kinesiological principles. (Offered in alternate years.) Maximum enrollment, 15. The Department.

[205S] Kinesiology. A study of the anatomical and physiological aspects of human motion and use of biomechanical principles to improve performance in motor skills. Lectures, discussions, practical application of movement concepts. No previous dance training required. (Offered in alternate years.) Maximum enrollment, 40.

211F-212S Intermediate Dance. Continuation of study of ballet and contemporary dance, incorporating technique, theory, and criticism. Prerequisite, 112 or consent of the Department. Maximum enrollment, 15. The Department.

[305F] Composition I. A study of the elements of choreography, emphasizing personal development in movement invention, rhythm, dynamics, and design. The use of improvisation, music, and technical theatre introduced. Prerequisite, 211 or equivalent, or consent of instructor. (Offered in alternate years.) Maximum enrollment, 12.

307F Composition II. The application of fundamentals from 305 to more complex choreographic work, emphasizing group structure. Exploration and analysis of other art forms as related to dance composition. Prerequisite, 305 or consent of instructor. (Offered in alternate years.) The Department.

311F-312S Advanced Dance. The study of ballet and contemporary dance, emphasizing style and performance techniques and incorporating theory and criticism. Participation in workshops and concerts or research project required. May be repeated for credit. Prerequisite, consent of the Department. Maximum enrollment, 15. The Department.

550F,S Senior Thesis. A research paper or a field study in movement behavior and its analysis/notation. Open to senior concentrators only. The Department.

560F,S Senior Performance/Choreography. A performance of dance works, the choreography of dance works, or both. Open to senior concentrators only. The Department.

Women's Studies

Faculty
Margaret Gentry, *Program Director*
Chandra Talpade Mohanty

The concentration in Women's Studies requires nine courses, including 101, an introduction to interdisciplinary work; 401, a seminar in feminist theory; and 550, Senior Program. Additional courses chosen from the approved list should include at least two in the social sciences (marked #) and the humanities (marked *), and at least two at or above the 300 level. Through independent work, students may also elect science as one of the areas of study. Early in the concentration, students should meet with their advisors to design a program of study, planning in advance so that they will be able to complete departmental prerequisites for courses counting toward the concentration. Students must submit a concentration proposal to the Committee, explaining the relations between the areas to be studied. In drawing up their plan of study, they should take into account issues of class, race, ethnicity, and sexual identity. Concentrators in Women's Studies are strongly advised to select a minor in a discipline.

The Senior Program (550) is an interdisciplinary project culminating in a thesis or performance. The project is supervised by two faculty members, one of whom must be or have been a member of the Committee. Students who have an 88 average in the concentration may receive honors through distinguished work in 550. A complete description of the Senior Program is available from the Program Director.

Programs submitted for a minor in Women's Studies must include 101 and four courses displaying a balance of fields from the list below.

Students interested in the program should consult with the Program Director, or with one of the other members of the Committee: Barbara Gold (Classics), Shelley Haley (Classics), Chandra Mohanty, Nancy S. Rabinowitz (Comparative Literature), Paula Rust (Sociology), and Ann Silversmith (Physics).

The following courses carry credit for the fulfillment of the concentration; please consult the Committee for a complete list, including past and present courses that complement and may fulfill the concentration.

101F,S Introduction to Women's Studies. An interdisciplinary investigation of past and present views of women and of their roles, treatment, and experiences in institutions and areas such as the family, the state, the work force, language, and sexuality. The diversity of women's experiences across class, ethnic, sexual, and national lines introduced, and theories of feminism and of women's studies discussed. Maximum enrollment, 25. Gentry.

215F The Challenge of Gender and Race. Introduction to issues in the social, cultural, and historical construction and expression of gender and racial formations in an international context. Topics include the political economy of race and gender; ideologies of masculinity/femininity, black/white, straight/gay, etc.; racism, sexism and violence against women; domesticity and ideologies of women's work; and questions of resistance and accommodation. Utilizes a number of films and videos. Maximum enrollment, 25. Mohanty.

222S Psychology of Gender. A survey of the behavior of women and men as examined from a variety of perspectives, including psychoanalytical, biological, historical/cultural, developmental, and social psychological. Specialized topics related to gender, such as gender roles in the family and work force, aggression, cognitive abilities, sexuality, and power. Prerequisite, 101 or Psychology 101. (Same as Psychology 222.) Maximum enrollment, 25. Gentry.

[251F] Women Writers of the Middle Ages and the Renaissance. For full description, see Comparative Literature 251. (Writing-intensive.) (Offered in alternate years; next offered 1992-93.) Maximum enrollment, 20.

285S Gender and Science. Exploration of the intersections of gender and science, including women as scientists, women as subjects of science, and the influence of assumptions about gender on scientific theories. Special emphasis for 1991-92: Women and Biology. Prerequisite, 101, or one course in science or mathematics, or one course in Philosophy. Open to sophomores, juniors, and seniors only. (Same as Philosophy 285.) Maximum enrollment, 40. Garrett and Potter.

[301S] Seminar in Feminist Critical Inquiry. An interdisciplinary exploration of the range of feminist methods of social analysis. Emphasis on how feminist inquiry has (or has not) transformed how we think about and study gender in a variety of disciplines. Prerequisite, 101 and one other course in Women's Studies, or consent of instructor. Maximum enrollment, 12.

[321S] Seminar in the Psychology of Women. An examination and evaluation of psychological theory and research focusing on women. Topics include women's social roles, sexuality, violence against women, gender differences, women's mental health, and feminist psychology. (Writing-intensive.) Prerequisite, 101, or Psychology 101 and one other course in Women's Studies, or consent of instructor. (Same as Psychology 321.) Maximum enrollment, 12.

340S Women in Antiquity. For full description, see Classical Studies 340. (Writing-intensive.) Maximum enrollment, 20. Haley.

344S Studies in Women's History. For full description, see History 344. (Writing-intensive.) Prerequisite, one 200-level course in European or

American history, or one 100-level history course and one course in Women's Studies, or consent of instructor. (Offered in alternate years.) Maximum enrollment, 20. Kanipe.

352S Women and the American Social Reform Tradition. For full description, see History 352. (Writing-intensive.) Prerequisite, History 251 or 253, or consent of instructor. Maximum enrollment, 20. Isserman.

370F Seminar on the Social and Literary Constructions of Women's Sexuality. Exploration of the roles of social structure and ideology in the definition of women's sexuality in historical, literary, and cross-cultural perspectives. Special attention to the intersection of sexuality, race, and class. Topics include sexual coercion, prostitution, pornography, sexual orientation, and the organization of women's health care. Prerequisite, two of the following: 101, Sociology 101, or one course in literature; or consent of instructor. (Same as Comparative Literature 370 and Sociology 370.) (Offered in alternate years.) Maximum enrollment, 15. N. Rabinowitz and Rust.

380F Seminar: Nurturance and Violence. An interdisciplinary seminar examining women's experiences of nurturance and violence from social, biological, and feminist perspectives. Topics focus on nurturance and violence in family relationships, mothering, reproductive technology, war, and sexuality. Prerequisite, 101 or consent of instructor. Maximum enrollment, 12. Gentry.

385S Seminar on Theory and Politics of Education. The role of the educational system in the construction and reproduction of gender, class, and racial inequality. Topics include the control and governance of schools, the construction of educational goals and curricula, classroom practice and social structure, ideology and the cultural transmission of knowledge, multiculturalism vs. anti-racist education, feminist pedagogy, and the formation of communities of resistance in the academy. Prerequisite, consent of instructor. Maximum enrollment, 12. Mohanty.

390S Topics in Feminist Criticism: Theory and Practice. For full description, see Comparative Literature 390. Prerequisite, two courses in literature. N. Rabinowitz.

401S Feminist Theory. For full description, see Philosophy 401. Prerequisite, 101 and one other course in Women's Studies, or Philosophy 209, or consent of instructor. Potter.

402F Third World Feminisms. Explores particular issues in feminist theory vis-a-vis challenges posed by women of color in the United States (African-American, Latina, Asian American, and Native American), and women from "Third World" countries. Topics include the relationship of feminism and nationalism, feminist political movements, and questions of power, representation, and ideology. Prerequisite, a course in cross-cultural women's studies or consent of instructor. Maximum enrollment, 12. Mohanty.

550F,S Senior Program. An interdisciplinary project, to be approved by the Committee. Limited to senior concentrators. The Committee.

Anthropology

[254S] **Gender Roles in Comparative Perspective**

Art

* [250F] **Women in the History of Art**

Biology

[120F] **Female Biology**

Comparative Literature

* [224S] **Modern Japanese and Chinese Women Writers**
* [271S] **European Literature: Technologies of Gender**

English

*286S **Women in English Renaissance Literature**
*350S **Love and Marriage in Nineteenth Century Literature**
* [416S] **Seminar: Virginia Woolf**

French

*260F **French Women, Then and Now**

German

*280S **German Women Writers of the Twentieth Century**

History

#111F **Women in Modern Europe**
[228F] **The Family in Modern History**

Philosophy

*209F **Philosophy and Feminism**

Rhetoric and Communication

* [205S] **Communication, Language, and Gender**

Sociology

#242S **The Social Consequences of Psychosexual Diversity**

Spanish

*340F **Latin American Women Writers**

Writing Program

The College is committed to insuring standards of correctness in all written work and to developing effective writing. Students are encouraged to take writing-intensive courses. The Writing Program requires that every student pass at least three writing-intensive courses, each taken in a different semester. At least one of the courses must be taken in the first year. At least one course must be outside the student's area of concentration. Writing-intensive courses in Mathematics or courses in which assignments are written in a language other than English may total no more than one of the three required courses. This requirement should be completed by the end of the junior year.

Most departments and programs of the College offer writing-intensive courses. Below is a list of courses that are designated writing-intensive.

Students for whom Standard English is not a first or native language may be advised on the basis of a proficiency test to elect Writing 101 in the first semester. It is a writing-intensive course especially designed to assist those students who are not native speakers of English in sharpening their writing skills for college-level work in all academic disciplines. Writing 101 is open to all students, in addition to those with recommended placement, who desire advanced instruction and ongoing practice in English language usage.

101F English as a Second Language. Readings and writing in a variety of subject areas and disciplines to deepen understanding of Standard written English; to enhance the ability of expression in college-level writings such as essays, examinations, and research papers; to expand vocabulary and increase speed of comprehension and writing in Standard English. (Writing-intensive.) Maximum enrollment, 10. Rupprecht.

The following courses are designated as writing-intensive:

Africana Studies

350F Slavery and the Civil War
390F Topics in Ancient Civilization

American Studies

201S Introduction to American Studies
401F American Studies Seminar

Anthropology

200S Semantics and Pragmatics
241S Native North Americans
275S Native American Languages and Cultures
[301S] Culture and Time
305S Cross-Cultural Religious Experience

Art

[361F] Seminar in Ancient Art
[380F] Seminar in Renaissance Art
[390S] Seminar in Decorative Arts
397S Seminar in Modern Art

Biology

331S Vertebrate Physiology
441S Seminar in Evolutionary Biology

Chemistry

351F Laboratory Techniques

Classics

[250S] Heroism Ancient and Modern
260S Ethics and Politics in Ancient Greece and Rome
340S Women in Antiquity
390F Topics in Ancient Civilization

Comparative Literature

125F Tragedy
141S Studies in Short Fiction
142S Twentieth Century Fiction
[151S] Dreams and Literature
152F Literature and Ethics
[162F] Comic Fiction
211S Introduction to World Literature I
212F Introduction to World Literature II
215S Traditional Forms of Japanese Literature
[216F] Modern Japanese Literature
223F Literature of Imperialism
[224S] Modern Japanese and Chinese Women Writers
[245S] Modern Drama and Theatre
[250S] Heroism Ancient and Modern
[251F] Women Writers of the Middle Ages and the Renaissance
258S Opera
303S The Fiction of the Future
371S Dante: *The Divine Comedy*

Dance

201S History of Dance

Economics

325S Comparative Economic Systems
375S History of Economic Thought
425S Theory of Financial Markets

English

150F,S	Introduction to Literature
200F,S	Chaucer, Shakespeare, Milton, Austen
[306F]	Poetry of the Renaissance and Twentieth Century
310F	Seminar in Expository Writing
355F	Modern British Poetry

French

200F,S	Advanced French
295S	Advanced Composition and Oral Practice

Geology

340S	Plate Tectonics

German

[165F]	Berlin: East-West Politics in Literature and Film
210S	Introduction to German Literature
220F	Introduction to German Literature
230F	Composition and Conversation

Government

227F	State Politics
243S	China's Cultural Revolution
260S	Ethics and Politics in Ancient Greece and Rome
293F	Soviet Foreign Policy
310F	Comparative Political Development
337F	Politics of Industrial Societies
355F	The European Community in World Affairs
374S	War and Politics

History

201S	Introduction to American Studies
[301S]	The Philosophy of History
[303S]	Russia Before Peter the Great
[306S]	Topics in Medieval History
314S	Nazi Germany
[322S]	Studies in Russian Intellectual Dissent
328S	Stalin and Stalinism
329F	Seminar in European Intellectual History
[330F]	Topics in Latin American History
338F	Topics in Chinese History
[340S]	Studies in Twentieth Century Europe
[341F]	Studies in American Colonial History
343S	Seminar: Revolutionary America
344S	Studies in Women's History
[346S]	Studies in American Diplomatic History
350F	Slavery and the Civil War

352S Women and the American Social Reform Tradition
[353S] Seminar in Recent U.S. History
[355S] Topics in Nineteenth Century American History
[356S] Contemporary America
359S Studies in American Progressivism
[360F] Topics in East Asian History
370F Seminar on the Enlightenment
[372F] The Crusades
[375F] Topics in Japanese History
378F Topics in American Biography

Linguistics

200S Semantics and Pragmatics
275S Native American Languages and Cultures

Mathematics and Computer Science

224F,S Linear Algebra
314F,S Real Analysis I
325F,S Modern Algebra

Music

201F Music of the Middle Ages and Renaissance
202S Music of the Baroque
203F Music of the Classic-Romantic Era
204S Music of the Twentieth Century
[240S] Psychology of Music
[256F] Great Composers
258S Opera
357F Seminar in Music History
360S Seminar in Advanced Theory

Philosophy

110F,S Introduction to Philosophy
260S Ethics and Politics in Ancient Greece and Rome
[301S] The Philosophy of History
[361S] Contemporary Anglo-American Philosophy
370S Technology and Alienation
[410F] Seminar in Philosophy of Religion
430F The Problem of Knowledge
[450F] Seminar in Ethical Theory
460S Seminar in Contemporary Theories of Justice
470F Seminar in Applied Ethics
495S Seminar in Philosophy of Language: Words and Objects

Physics

390S Laboratory Methods in Physics

Psychology

203F,S	Methodological Approaches to the Study of Behavior
[240S]	Psychology of Music
310S	Attention and Performance
[321S]	Seminar in the Psychology of Women
[342]	Psychopharmacology
350S	Psychophysics and Sensory Physiology

Religion

105F	Origins
111F	Introduction to Judaism
115F	Goddesses, Ecstasy, and the Arts
117F	The Hebrew Scriptures
[231F]	Literature of the Holocaust
233F	Christian Thought from the Reformation to Today
257S	The New Testament
[275S]	Women and Spirituality
317F	Jesus and the Gospels
[363F]	Religious Ethics: The Sanctity of Life
[410F]	Seminar in Philosophy of Religion

Rhetoric and Communication

101F,S	Foundations of Oral Communication
200S	Semantics and Pragmatics
292F	Media Form and Content
[350S]	Freedom of Expression
[450F]	Seminar: Rhetorical Behavior in Society
460F	Criticism of Rhetoric

Russian

225F	Madness, Murder, and Mayhem: Nineteenth Century Russian Literature
226S	The Russian Avant-Garde
250F	Russian Civilization in the Age of *Glasnost* and Gorbachev—and Beyond

Sociology

301S	Sociological Theory
326S	Voices of the Third World

Spanish

200F,S	Advanced Spanish
270F	The Art of Translation
[390S]	Advanced Composition and Oral Practice

Theatre

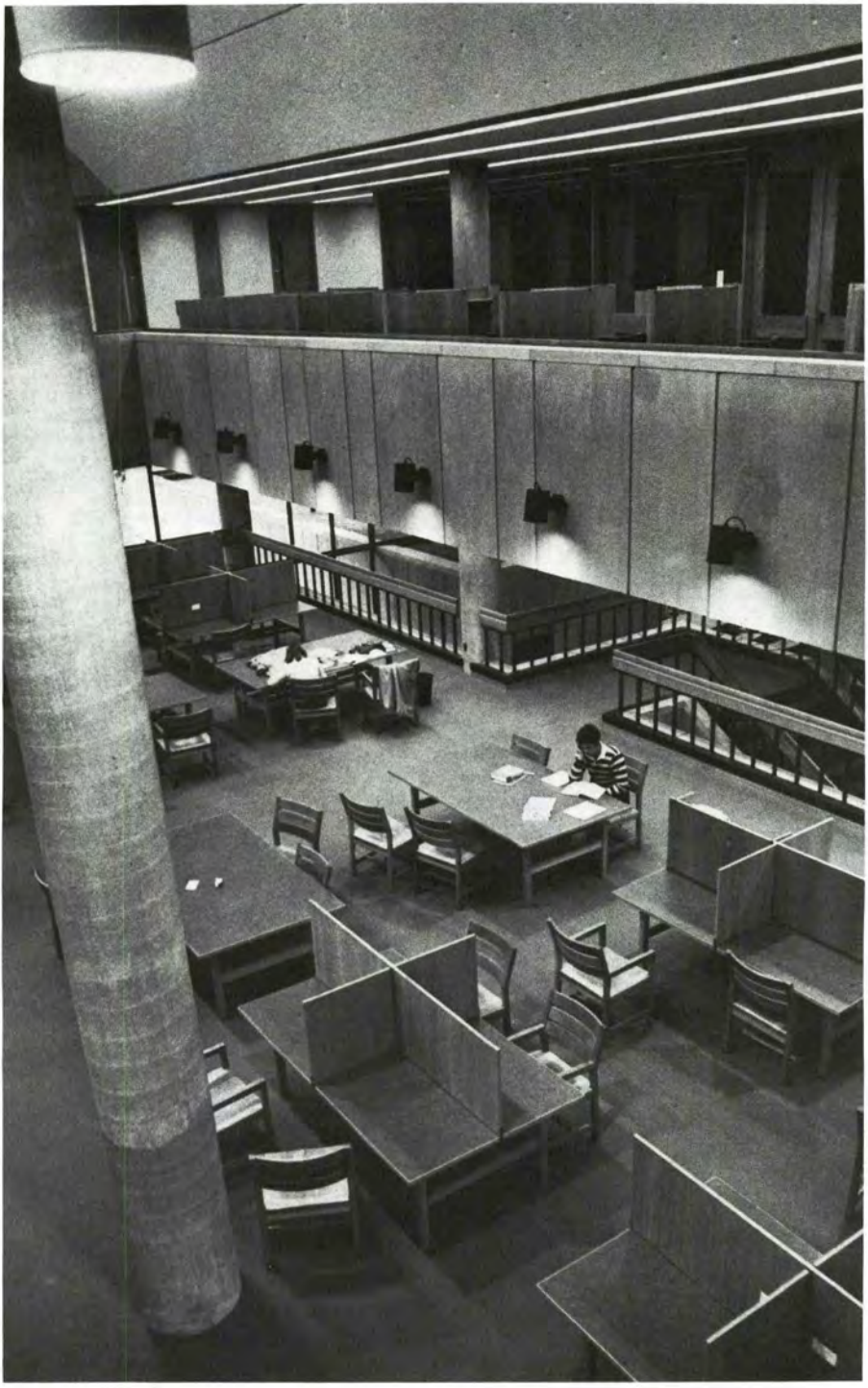
[245S]	Modern Drama and Theatre

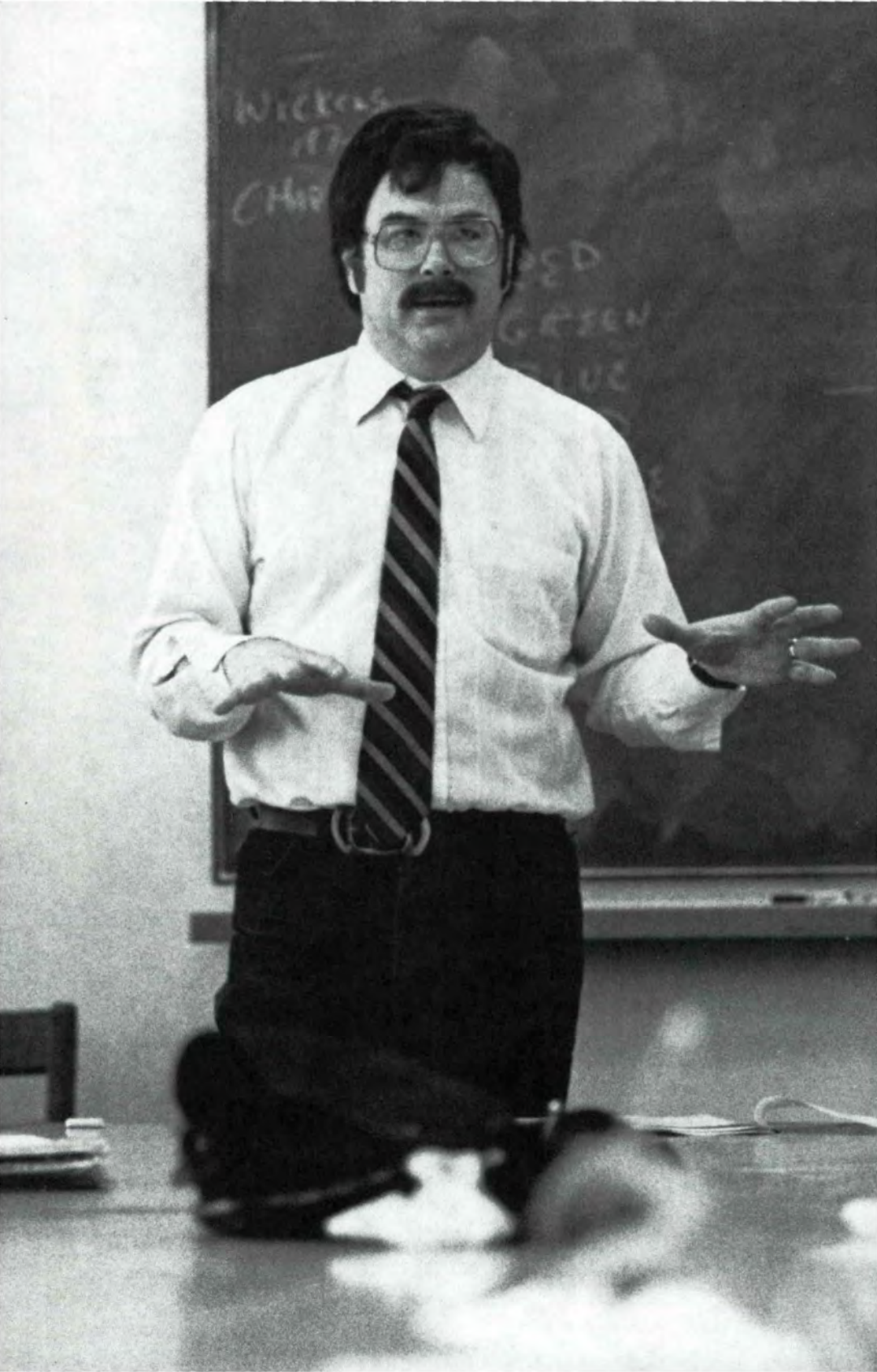
Women's Studies

[251F] Women Writers of the Middle Ages and the Renaissance
[321S] Seminar in the Psychology of Women
340S Women in Antiquity
344S Studies in Women's History
352S Women and the American Social Reform Tradition

Writing Program

101F English as a Second Language





Scholarships, Fellowships, and Prizes

General Scholarships

General scholarships are awarded on the basis of financial need. Listed below are some of the general scholarships supported by income from endowed funds.

The Archibald G. and Margaret Alexander Scholarship was established by Douglas Alexander, Class of 1958, in memory of his parents.

The Benjamin D. Allen Scholarship was established in memory of Benjamin D. Allen, Class of 1950, by his family and friends.

The Franklin M. Baldwin Scholarship was established by relatives and friends in memory of Franklin M. Baldwin, Class of 1916.

The Harry and Emma Baldwin Scholarship was established by Donald Baldwin, Class of 1956, in honor of his parents.

The Gordon J. Barnett Memorial Scholarship was established in memory of Gordon J. Barnett, Class of 1920.

The Harry Edwin Battin, Jr. Scholarship was established by Mrs. Phyllis B. Battin in memory of her husband.

The Clinton C. Bennett Memorial Scholarship was established by Clinton C. Bennett, Jr., and Geoffrey C. Bennett, Class of 1953, in memory of their father, Clinton C. Bennett, Class of 1922.

The Harold C. Bohn Scholarship was established by Harold C. Bohn, Class of 1926.

The William J. Bowe Scholarship was established in honor of Dr. William J. Bowe, Class of 1937.

The Wilmer E. and Esther Bresee Scholarship was established by Wilmer E. Bresee, Class of 1931, and his wife.

The Louis N. Brockway Memorial Scholarship was established in memory of Louis N. Brockway, Class of 1917, a distinguished business executive who served on the Board of Trustees from 1951 until his death in 1979.

The Harlow Bundy Scholarship was established by Margaret Bundy Scott and John McC. Scott in memory of Mrs. Scott's father, Harlow Bundy, Class of 1877.

The John C. and Richard J. Butler Scholarship was established by Viola M. Butler in memory of her sons.

The William Philo Clark Scholarship was established in memory of William Philo Clark, Class of 1937.

The Class of 1941 Scholarship was established by members of the Class of 1941 in memory of their deceased classmates.

The Dr. Walter F. Cronin Scholarship was established by Mrs. Cronin in memory of her husband, Walter F. Cronin, Class of 1938.

The Harry Dent Scholarship was established by the Harry Dent Family Foundation.

The Kenneth A. Digney Scholarship was established by Philip I. Bowman in memory of Kenneth A. Digney.

The Leonard C. Ferguson Memorial Scholarship was established by Mrs. Leonard Ferguson in memory of her husband, Class of 1919.

The Carlyle Fraser Scholarship was established by Jane Fraser in memory of her uncle, Carlyle Fraser, Class of 1917.

The George M. Frees Scholarship was established by George M. Frees, Class of 1941.

The Helen B. and Harry L. Godshall Memorial Scholarship was established by Harry L. Godshall, Jr., Class of 1939, in memory of his parents.

The Edgar B. Graves Scholarship was established by friends and former students in memory of Professor Edgar B. "Digger" Graves, who taught history at Hamilton from 1927 to 1969.

The Wilma E. and Edward Brewster Gould Scholarship was established in memory of Edward B. Gould, Class of 1913, and his wife.

The Fay and Chester Hamilton Scholarship was established by Chester Hamilton, Class of 1944 and a former Trustee of the College.

The Edith Hale Harkness Scholarship was established in memory of Edith Hale Harkness by Milton P. Kayle, Class of 1943 and a former Trustee of the College.

The David Douglas Hays Memorial Scholarship was established in memory of D. Douglas Hays, Class of 1925, by his wife, Helen I. Hays, their children, and friends.

The C.F. Hemenway and Frank Barbour Memorial Scholarship was established by Mrs. Leah Barbour in memory of her husband, Frank Barbour, and of Charles F. Hemenway, Class of 1910.

The Major Andrew Hill Scholarship was established in memory of the donor's ancestor, a member of the Continental Army from 1775 to 1783.

The Robert G. Howard Scholarship was established by Robert G. Howard, Class of 1946 and a Trustee of the College.

The Peter C. Huber Scholarship was established by Peter C. Huber, a member of the Class of 1952 and a Trustee of the College.

The Stephanie C. Huested Scholarship was established by Stephanie C. Huested, wife of Lester C. Huested, Class of 1929.

The David Clyde Jones Scholarship was established by Mrs. Hazel J. Deer in memory of her first husband, a member of the Class of 1910.

The Mary and William Klingensmith Scholarship was established by Dr. and Mrs. William Klingensmith, friends of the College.

The Raphael Lemkin Scholarship was established by an alumnus in memory of Raphael Lemkin, a distinguished European academician, survivor of the Holocaust, and inspirer of the United Nations Convention on Genocide.

The Herschel P. and Florence M. Lewis Scholarship was established in their memory by Dr. H. Paul Lewis, Class of 1956.

The George Link, Jr. Scholarship was established in his memory by the George Link, Jr. Foundation.

The James Monroe Lown Scholarship was established by Grace Merrill Magee in memory of her first husband, James M. Lown, Class of 1904.

The Christopher Miner Scholarship was established by the Honorable Robert D. Miner, Class of 1934, in memory of his son, Christopher, Class of 1964.

The Harmon L. Morton Scholarship was established by Priscilla E. Morton in memory of her husband.

The Jessie Smith Noyes Foundation Scholarship was established by the Jessie Smith Noyes Foundation in memory of Alfred H. Smith, Class of 1932.

The Josephine H. and George E. Ogilvie Scholarship was established by the will of Josephine H. Ogilvie, widow of George E. Ogilvie, Class of 1941.

The James Oneil Scholarship was established by James Oneil, a friend of the College.

The Parsons Brothers Scholarship was established by Miss Katherine Parsons, Mrs. Charles Burlingame, and Mrs. James Cowie in memory of their father, William Lorenzo Parsons, Class of 1878, and his three brothers.

The Pigott Family Scholarship was established by Mr. and Mrs. James C. Pigott and their son, Paul Pigott, Class of 1983.

The Robert Scott Ramsay, Jr. and Roderick McKay Ramsay Scholarship was established by Mr. and Mrs. Robert S. Ramsay in honor of their sons, Robert, Class of 1959, and Roderick, Class of 1961.

The Oren Root Scholarship was established by Oren Root, Jr., Class of 1894, in memory of his father, Oren Root, Class of 1856.

The Alan P. Savory Memorial Scholarship was established by Mr. and Mrs. George L. Savory in memory of their son, Alan Savory, Class of 1955.

The Jack Silverman Scholarship was established by Howard J. Schneider, M.D., Class of 1960 and a Trustee of the College, and his wife Sandra, in honor of her father, Jack Silverman.

The James P. Soper Scholarship was established by James P. Soper, father of James P. Soper, Jr., Class of 1911.

The Wilbur S. and Claire A. Tarbell Scholarship was established by Claire A. Tarbell in memory of her husband.

The Alexander Thompson Scholarship was established by Luranah Thompson in memory of her husband, the Rev. Alexander Thompson, Class of 1906.

The Elbert J. Townsend Memorial Scholarship was established in memory of Elbert J. Townsend, Class of 1913.

The William and Irma Van Deventer Memorial Scholarship was established by John F. Van Deventer, Class of 1932, in memory of his parents.

The Milton J. Walters Scholarship was established by Milton J. Walters, Class of 1964 and a former Trustee of the College.

The Knut O. Westlye Memorial Scholarship was established by alumni and friends in memory of Knut O. Westlye, Class of 1946.

The Peter C. Wicks Memorial Scholarship was established by members of the Class of 1975 in memory of their classmate, Peter C. Wicks.

The Willard Memorial Scholarship was established by John K. Willard, Class of 1923, in memory of his father, C. Fay Willard, Class of 1892.

The Merritt N. Willson Memorial Scholarship was established in memory of Merritt N. Willson by his daughters, S. Mabel Willson and Mrs. George A. Small, and by his grandson, Robert N. Small, Class of 1943.

The Linda Collens Wilson Scholarship was established by Robert Letchworth Wilson, Class of 1931, in memory of his wife.

Special Scholarships

Special scholarships are awarded on the basis of financial need. In addition, the recipients of special scholarships must be part of a particular group of persons, such as members of the junior class, descendants of an individual, or from a particular geographic area.

Scholarships for Students from Specific Geographic Areas

Arizona

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls (New York) Central High School and Prescott (Arizona) High School.

California

The William DeLoss Love, Jr. Class of 1945 Scholarship, established in honor of his classmates by William D. Love, Class of 1945, is awarded with preference given to students from the state of California or the descendants of members of the Class of 1945.

The Stephen W. Royce Scholarship was established by Mr. Royce, Class of 1914. Preference is given to students from Liberty, New York, and Pasadena, California.

Middle Western States

The Pattie and Taylor Abernathy Scholarship was established by the will of Taylor S. Abernathy, Class of 1914. Preference is given to students from the Middle West.

New Jersey

The Gilbert Leslie Van Vleet Scholarship was established by Gilbert L. Van Vleet, Class of 1926. Preference is given to students from New Jersey, then to students from North Carolina, California, and Illinois.

New York

The Adirondack Area Scholarship is offered to students attending schools in Clinton, Essex, Franklin, Hamilton, Saratoga, Warren, and Washington Counties. Income from an endowment grant made to the College by Milton G. Tibbitts, Class of 1904, provides the funds.

The Alumni Association of Metropolitan New York Scholarship is offered to students who attend schools in the New York City area.

The Arkell Hall Foundation Scholarship was established by the Arkell Hall Foundation. Preference is given to students from Canajoharie and the surrounding area.

The Charlotte Foster Babcock Memorial Scholarship was established by Edward S. Babcock, Class of 1896, in memory of his mother. Preference is given first, to relatives of the donor; second, to graduates of the public high schools in Boonville, Camden, Utica, and West Winfield, New York; and finally, to members of the Emerson Literary Society who have financial need.

The William E. and Beatrice V. Bruyn Scholarship is awarded with preference given first to students from Ulster County and then to students from other areas in New York State.

The Daniel Burke Scholarship is awarded with preference given first to a student from the public high school in Oxford, New York; second, to a resident of Chenango County; and third, to a resident of New York State.

The Louis Calder Foundation Scholarship, established in 1990 by a challenge grant from the Foundation and matching gifts from alumni and friends of the College, is awarded to students from the five boroughs of New York City.

The Earle M. Clark Scholarship, established in memory of Mr. Clark, a member of the Class of 1907, is awarded to an outstanding student from New York State with an interest in public speaking, with preference given to a graduate of a public high school and a resident of Broome County. It is renewable each year, provided need continues to be demonstrated.

Community College Scholarships are awarded to students transferring or graduating from the community colleges in New York State. Only one scholarship per community college will be awarded. Applicants compete on the basis of academic achievement, and the exact amount of each grant will be determined by financial need.

The Dewar Foundation Scholarship, established in 1990 by the Dewar Foundation, is awarded with preference given to students from Oneonta (New York) High School.

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls (New York) Central High School and Prescott (Arizona) High School.

The George E. Dunham Scholarship, established by George E. Dunham, Class of 1879, is awarded to graduates of the Utica Senior Academy, Utica, New York.

The Lieutenant Willard B. Eddy, Jr. Memorial Scholarship, established by Mr. and Mrs. Willard B. Eddy in memory of their son, is awarded in certain years on a competitive basis to entering students who attended secondary school in Livingston, Monroe, Ontario, Orleans, Wayne, and Yates Counties, New York. The scholarship is awarded on the basis of academic achievement and character.

The Charles Melville Fay Scholarship, established by Charles P. Wood in memory of his wife's father, a member of the Class of 1862, is awarded with preference given to students from Steuben County or from the western part of New York State.

The Elizabeth R. Fitch Scholarship is awarded with preference given to graduates of the Westmoreland (New York) High School.

The Geneva Presbytery Scholarship is awarded with preference given to a student designated by the Geneva (New York) Presbytery.

The John Dayton Hamilton Scholarship, established by the Gebbie Foundation is honor of John D. Hamilton, Class of 1922, is awarded with preference given to students from Chautauqua County, New York.

The David Shove Hastings Scholarship, established by Mr. and Mrs. J. Murray Hastings in memory of their son, a member of the Class of 1944, is awarded in certain years on a competitive basis to entering students who attended secondary school in Cayuga, Cortland, Oswego, and Seneca Counties, New York.

The Charles Anthony Hawley Scholarship was established under the will of Anna H. Story in memory of Mr. Hawley, Class of 1859. It gives preference to graduates of schools of Seneca Falls, New York.

The Honorable Irving M. Ives Scholarship was established by the Norwich Pharmacal Company in honor of Senator Ives, Class of 1919. It is awarded in certain years with preference given first to the son or daughter of an employee of the company and second to a resident of Chenango County, New York.

The Marcus Judson Scholarship may be awarded to a student nominated by the First Presbyterian Church of Watertown, New York.

The Augusta M. Loevenguth Memorial Scholarship is awarded with preference given first to a relative of the family and second to a student from Camden in Oneida County, New York.

The Edward C. and Elizabeth S. Martin Memorial Scholarship, established by the will of Elizabeth Martin, widow of Edward Martin, Class of 1927, is awarded to deserving students from Oneida County, New York, who have demonstrated outstanding academic achievement and athletic ability.

The Carl B. and Cordelia S. Menges Scholarship, established by Carl B. Menges, Class of 1951 and a Trustee of the College, and his wife, is awarded to entering freshmen who have demonstrated leadership, strong academic performance, and future promise. It is restricted to students from Suffolk County, with preference given to those from the East Hampton, New York, area, and is renewable for the sophomore, junior, and senior years.

The John R. Munro Scholarship, established by John R. Munro, Class of 1987, and members of his family, is awarded on the basis of need, with preference given to entering students from Jefferson County, New York, who exhibit a combination of academic, athletic, and extracurricular promise.

The Howard W. Pearce Scholarship, established by Mrs. Howard Pearce and Frederick W. Pearce, Class of 1984, in memory of his father, is awarded to students from western New York State.

The Owen A. Roberts Scholarship was established in memory of Owen A. Roberts, Class of 1925, by his former student, Milton P. Kayle, Class of 1943. Mr. Roberts taught for many years at Utica Free Academy and preference is given to graduates of that school, now Utica Senior Academy.

The Stephen W. Royce Scholarship was established by Mr. Royce, Class of 1914. Preference is given to students from Liberty, New York, and Pasadena, California.

The Andrew C. Scala Scholarship, established by Robert C. Scala, Class of 1953, and A. Richard Scala in memory of their father, is awarded with preference given to a deserving student of Italian descent from upstate New York.

The Arthur W. Soper Scholarship, established originally by A.C. Soper, Class of 1894, is awarded with preference given first, to graduates of Rome (New York) Free Academy; second, to students from the City of Rome or Oneida County; and finally, to students from central New York.

The Southern Tier Scholarship is awarded to a student from the Binghamton or Elmira areas of New York who qualifies for financial aid. If there is no such eligible student, it may be used for any student who qualifies for financial aid.

The Grace Ione Spencer Memorial Scholarship, established by friends of this long-time teacher of Latin at Utica Free Academy, is granted to an undergraduate from the Mohawk Valley area of New York. Preference is given to a student who is concentrating in a discipline within the humanities.

The Wiley Fund of The Utica Foundation Scholarship, funded by an annual grant from the Utica Foundation, is awarded to students from the Utica, New York, area.

The Sylvester Willard Scholarship is awarded to a student residing in Auburn, New York.

The Women's Christian Association of Utica Scholarship, funded by an annual grant from the Association, provides awards to three women students. Preference is given to residents of Oneida County, New York.

Ohio

The Paul Larnard King Scholarship, established by the will of Paul L. King, Class of 1915, is awarded with preference given first, to residents of Trumbull County, Ohio; second, of neighboring counties; and third, of the state of Ohio.

The Tunnicliffe Scholarships are available, first, to students from northwestern Ohio, and second, to any student who qualifies for financial aid.

Texas

The Harry Roger and Fern Van Marter Parsons Scholarship was established by Jeffrey R. Parsons, Class of 1969, in memory of his parents. Preference is given to students from the state of Texas.

Western States
The Kenneth W. Watters Scholarship, established by Kenneth W. Watters, Class of 1928, is awarded with preference given to students from the western part of the United States.

Wisconsin
The Robert B. Winkler Scholarship was established by Robert B. Winkler, Class of 1938, and is awarded to students from the state of Wisconsin.

Foreign
Vivian B. Allen Foundation Scholarships, established by the Vivian B. Allen Foundation, are reserved for students from foreign countries.

The Bernard F. Combemale Scholarship was established by Bernard F. Combemale, Class of 1951 and a former Trustee of the College, and is awarded to foreign students enrolled at the College.

The Arthur Hunter Scholarship provides that preference be given to any matriculant from George Watson's College in Edinburgh, Scotland.

The Arnold L. Raphel Memorial Scholarship was established in memory of Ambassador Arnold L. Raphel, Class of 1964, by his family and friends. It is awarded with preference given to women students from Pakistan.

The Charles Van Arsdale, Jr. Scholarship was established in memory of Charles Van Arsdale, Jr., Class of 1972, by his family and friends. The scholarship is for students from countries other than the United States or Canada, but when there are no such eligible students, it may be used for students without reference to the country of their origin.

Other Special Scholarships

The George I. Alden Scholarship, established in 1989 by a grant from the George I. Alden Trust of Worcester, MA, is awarded to minority students.

The B.T. Babbitt Scholarship, established by the Lillia Babbitt Hyde Foundation in honor of Lillia Babbitt Hyde's father, is awarded to a student in the field of pre-medical education.

The Edward S. Babcock Scholarship is awarded with preference given to members of the Emerson Literary Society.

The James L. Bennett Scholarship is awarded to a sophomore who gives evidence of outstanding moral character.

The Leet Wilson Bissell Scholarship in Science, established by Leet W. Bissell, Class of 1914, and his daughter, Nancy Bissell Turpin, is awarded to an outstanding entering freshman who intends to concentrate in a discipline within the sciences.

The Gertrude F. Bristol Scholarship is awarded to a student who is not a resident of New York State and who is likely to make a substantial contribution to the College's extracurricular activities.

The Byne Scholarship was established by George A. Clark in memory of his sister, Harriet Emily Clark Byne. It is reserved for a candidate for the Presbyterian ministry, to be designated by the pastor and the session of the First Presbyterian Church of Utica, New York, or by the College.

The Harlan F. Calkins Scholarship was established by the family and friends of Harlan F. Calkins, Class of 1929, and is awarded at the discretion of the Scholarship Committee to a student of outstanding character and leadership.

The John L. Coe Scholarship, established by John L. Coe, Class of 1923, is awarded to students who are doing superior work in mathematics.

The Crane Scholarship, established by Dr. A. Reynolds Crane, Class of 1929 and a former Trustee of the College, and his wife, Harriet C. Crane, is awarded to students who, through employment, are making a substantial contribution toward their own educational expenses.

The Ned Doyle Freshman Scholarship was established by Ned Doyle, Class of 1924. It is awarded annually to an entering freshman, and, among those with need, preference is given to a candidate who will contribute significantly to the College's athletic program.

The Charles Holland Duell Scholarship, established by Charles H. Duell, Class of 1871, is awarded with preference given to a member of the freshman class.

The Peter W. Dykema Music Scholarship was established by Jack Dengler, Class of 1934, in memory of his wife's father, and is awarded to students who participate in the College's performing musical groups.

The E. Root Fitch Scholarships were established by E. Root Fitch, Class of 1886, and are awarded annually to members of the Hamilton chapter of Delta Upsilon on the basis of need, scholastic standing, character, and salutary influence on the life of the College.

The Irene Heinz Given and John LaPorte Given Foundation Scholarships are reserved for students who are preparing for admission to medical school.

The Charles Harwood Memorial Fund Scholarship was established by Charles Harwood, Jr., in memory of his father, Charles Harwood, Class of 1902. It is awarded to students majoring in the Classical Languages, American History, or English.

The Huguenot Society Scholarship is available to a student whose ancestry meets the requirements of the Society and who satisfies the College's regular requirements for the receipt of financial aid.

The Leavenworth Scholarship, established by Elias W. Leavenworth, Class of 1872, may be awarded only to students with the surname of Leavenworth.

The Helen B. Longshore Music Scholarship is awarded to deserving undergraduates with talent who contribute to the musical life of the College.

The Henry M. Love Scholarship, established by William D. Love, Class of 1909, provides a scholarship for relatives of Henry M. Love, Class of 1883, or, when no such relative is in the College, may be awarded to a senior in the Emerson Literary Society for graduate study leading to a career in law, medicine, journalism, teaching, or theology.

The William DeLoss Love Scholarship was established by William D. Love, Class of 1909, Mrs. William D. Scranton, and others. Preference is given to descendants of William DeLoss Love, Class of 1843.

The William DeLoss Love, Jr. Class of 1945 Scholarship, established in honor of his classmates by William D. Love, Class of 1945, is awarded with preference given to students from the state of California or the descendants of members of the Class of 1945.

The Annie L. MacKinnon Scholarship was established by Dr. Edward Fitch with the stipulation that preference be given to a student whose record shows ability and interest in mathematics.

The William and Ethel Marran Scholarship, established by Mr. and Mrs. William R. Marran, is awarded to a woman minority student in memory of Leah Webson, Class of 1986.

The John McNair Scholarship, established by the will of Edna Thirkell Teetor in memory of her grandfather, Class of 1827, is reserved for students registered in the "3-2" engineering program.

The David B. Parker Memorial Scholarship was established in honor of David Bruce Parker, Class of 1975, and is awarded to a member of the junior class who has completed the first three years at Hamilton with distinction in the study of French and/or history. The recipient must, in the opinion of the Faculty, have demonstrated promise for useful citizenship through his or her character, scholarly attitude, the respect accorded the individual by members of the Faculty, standing among peers, and contribution to the extracurricular life of the College.

The Robert E. Peach Memorial Scholarship, established by the family and friends of Mr. Peach, a member of the Class of 1941, is awarded to promising students who have displayed leadership, creativity, and determination in the classroom and in extracurricular activities.

The Jennifer Lynn Rubin Scholarship was established in memory of Jennifer L. Rubin, Class of 1983, by the government of Togo in recognition of her services to the people of that nation as a Peace Corps volunteer. It is awarded to women majoring in or intending to major in the humanities.

The Jules L. Rubinson Memorial Scholarship, established by Cecily G. and Richard M. Rubinson, Class of 1957, in memory of his father, is awarded to women and minority students who, at the end of their sophomore year,have been identified by the Faculty as strong candidates for medical school and who are in need of scholarship assistance.

The Charlotte Buttrick Sackett Scholarship, established by Charles H. Duell, Class of 1871, is awarded with preference given to a member of the freshman class.

The Herbert and Nancy Salkin Scholarship provides funds for a student interested in both studio art and laboratory science.

The Hilde Surlemont Sanders Memorial Scholarship was established by Paul F. Sanders, L.H.D. (Hon.), 1958, in memory of his wife. Preference is given to disadvantaged minority students.

The Hans H. Schambach Scholarships, established by Hans H. Schambach, Class of 1943 and a Life Trustee of the College, are awarded to entering freshmen of outstanding personal and academic promise who are likely to make a significant contribution to the College and to benefit substantially from their undergraduate experience. Preference is given to applicants from the Clinton, New York, area.

The Seventy-Five Year Class Scholarship, established by William DeLoss Love, Class of 1909, whose father was a member of the Class of 1876, is awarded first with preference given to any descendant of a member of the Hamilton Classes of 1874, '75, or '76; if to none of those, to a student from the West Coast; and if not awarded to a student meeting either of those stipulations, then at the discretion of the College.

The Harold H. Smith Scholarship was established by John H. Smith, Class of 1940, and his wife, Winifred, in memory of his father, a member of the Class of 1913. It is awarded with preference given to students excelling in the sciences.

The Schuyler B. Steere Scholarship was established for blood relations of the donor, Schuyler B. Steere, Class of 1851. If none appears, preference is given to candidates for the ministry.

The A. Waldron Stone Scholarship was established by William D. Stone, Class of 1961, in memory of his father, a member of the Class of 1919, and is awarded to juniors and seniors who are majoring in geology or English.

The William K.-M. Tennant Memorial Scholarship was established in memory of William K.-M. Tennant, Class of 1958, by his family and friends. It is awarded with preference given to talented students who contribute to the performing and visual arts at the College.

The Winton and Patricia Tolles Scholarship was established by family and friends to commemorate the 25 years of service provided by Dean Tolles, Class of 1928. It is awarded to incoming freshmen who have demonstrated leadership qualities in secondary school and who are identified by the Committee on Admission as unusually attractive candidates for matriculation. It is renewable for the sophomore, junior, and senior year, depending upon student performance.

The Watkins Scholarship was established by the Watkins family, including Robert R. Watkins, Class of 1879, Henry B. Watkins, Class of 1912, and Henry B. Watkins III, Class of 1973. It is awarded to an entering student who has demonstrated outstanding academic achievement and athletic ability.

The Leroy Williams Scholarship, established by Leroy Williams, Class of 1889, is awarded with preference given to students intending to enter the Presbyterian ministry.

The Kirkland Endowment

The following scholarships are for the support of women at Hamilton:

The Edward Johnson Dietz Memorial Scholarship was established by family and friends of Julia Grant Dietz in memory of her son and provides scholarships with preference given to students from the Syracuse area.

The Lillia Babbitt Hyde Scholarship provides scholarships with preference given to students from the New York City area.

The Dorothy Scott Evans Memorial Scholarship, established in her memory by her family and friends, is awarded to a woman matriculating under the Hamilton Horizons Program.

The William and Mary Lee Herbster Scholarship was established by Mr. and Mrs. William G. Herbster to provide scholarships for women attending Hamilton. Mr. Herbster, Class of 1955, is a former member of both the Hamilton and Kirkland Boards of Trustees.

Prize Scholarships

Prize scholarships are awarded to students who have completed at least one year at Hamilton and who have demonstrated some achievement while enrolled at the College. The achievement is most often high quality academic work, but it may also include enrollment in a particular field of study or demonstrated good character and campus citizenship.

Most prize scholarships require that the recipient demonstrate need and be eligible for financial aid. Most prize scholars will, therefore, already be recipients of unfunded grants from the College. The intent of the award of a prize scholarship is to honor the recipient by substituting a named or designated scholarship for an unfunded grant.

Prize scholarships are awarded either in the fall or in the spring on Class and Charter Day.

The Benjamin Walworth Arnold Prize Scholarship, established by Mrs. Benjamin Walworth Arnold in memory of her husband, provides three prize scholarships. One is awarded annually to the holder of a regular scholarship in each of the sophomore, junior, and senior classes who, in the preceding year, shall have made the best record in college course work.

The Robert A. Bankert, Jr. Prize Scholarship was established in memory of Robert A. Bankert, Jr., Class of 1970, by his family and friends. Preference is given to a student who has participated in athletics and who, at the beginning of the junior year, has shown the greatest improvement in academic average.

The Dr. Philip I. Bowman Prize Scholarship was established by friends in honor of Dr. Bowman, a distinguished chemical engineer. It is awarded to a student who has a deep interest in science (preferably chemistry), foreign languages and sports; who strives for perfection; and who has a high level of tolerance and empathy for others.

The Madeleine Wild Bristol Prize Scholarship in Music, established in memory of Madeleine Wild Bristol, is awarded to the sophomore or junior who, in music at Hamilton, is an outstanding performer, composer, scholar or leader, and who is also an active participant in a sports activity, whether individual, intramural or intercollegiate.

The Coleman Burke Prize Scholarship, established by Coleman Burke, Class of 1934 and former chairman of the Board of Trustees, and his wife, Mary Poston Burke, is awarded to a sophomore who is an outstanding student and a varsity athlete. The recipient should also have demonstated a capacity for campus leadership. The scholarship may be renewed for the junior and senior years.

The Thomas E. Colby III Prize Scholarship in German, established by his family in memory of Thomas E. Colby, Class of 1942 and Professor of German at Hamilton from 1959 to 1983, is awarded to a junior concentrating in German who has demonstrated superior scholarship in that discipline.

The Frank C. and Marion D. Colridge Prize Scholarship, established by Frank C. Colridge, Class of 1918, and his wife, Marion, provides a prize scholarship to a member of the junior class on the varsity track team who, by a vote of teammates, is selected as the individual possessing outstanding qualities of leadership and character.

The Curran Prize Scholarship, established by relatives of Colonel Henry H. Curran, Class of 1862, provides a scholarship for a student who has need of financial aid, who has enrolled in the courses in the Department of Classical Languages, and who has achieved a distinguished record in those courses.

The Captain Gerald FitzGerald Dale Senior Scholarship is awarded to a senior who has completed the junior year with distinction in literature, language, music, science, or social science; ranks in the top tenth of the class; and needs financial aid. In addition, the student must have demonstrated promise for useful citizenship by character, standing among fellow students, and contribution to the extracurricular life of the College.

The Charles A. Dana Prize Scholarships are awarded to approximately ten students at the end of their freshman year in recognition of academic achievement, character, and leadership. The prize scholarships continue through the senior year, provided the recipients continue to fulfill the requirements. Depending upon need, each Dana Scholar will receive a grant ranging from $100 to full tuition.

The Dirvin Family Prize Scholarship, established by Gerald V. Dirvin, Class of 1959 and a Trustee of the College, is awarded to a student who has completed the freshman year, who has demonstrated academic excellence, and who has participated in athletics at Hamilton.

The Ned Doyle Prize Scholarships, established by Ned Doyle, Class of 1924, are awarded to an upcoming sophomore, junior, and senior who have made significant contributions to the College's athletic program.

The Joseph Drown Prize Scholarship, established by the Joseph Drown Foundation, is awarded to a student completing the junior year who has been very successful academically, who has demonstrated outstanding leadership qualities while at Hamilton, and who is likely to make a significant contribution to society in the future.

The Duell German Prize Scholarship, established by the Honorable Charles Holland Duell, Class of 1871, is awarded to a senior who shall have excelled in the study of German and who shall elect an advanced course in that subject during the senior year.

The Fayerweather Prize Scholarships are awarded to the five sophomores who, at the end of the freshman year, have made the highest averages in their class.

The Dr. Edward R. Fitch Prize Scholarships in Classical Languages, founded by E. Root Fitch, Class of 1886, are awarded annually to students who are registered for courses in either Greek or Latin. The awards are made on the basis of need, scholarship standing, character, and salutary influence on the life of the College.

The Randall J. Harris Prize Scholarship, created in memory of Randall J. Harris, Class of 1974, by his family and friends, is awarded to a junior concentrating in philosophy who has demonstrated superior scholarship in that discipline. Preference is given to a student expressing a desire to undertake graduate study in philosophy.

The L. David Hawley Prize Scholarship in Geology, established by alumni in honor of Professor Hawley, who taught geology at Hamilton for 25 years, is awarded to an outstanding junior who intends to go on to a career in geology. Consideration is also given to promise as a scientist, breadth of background in the sciences, general academic standing, and financial need.

The Edward Huntington Memorial Mathematical Prize Scholarship, established by Alexander C. Soper, Class of 1867, is awarded to a senior who has excelled in mathematics and who elects a course in that discipline during the senior year.

The Grant Keehn Prize Scholarship, established by family and friends in memory of Grant Keehn, Class of 1921, a distinguished businessman and former chairman of the Board of Trustees, is awarded after the freshman year to one or two students who have demonstrated notably strong characteristics of leadership, and who are in good academic standing.

The Leonard E. and Sue J. Kingsley Prize Scholarship, established by Leonard E. Kingsley, Class of 1951 and a Trustee of the College, and his wife Sue, is awarded to members of the sophomore or junior class who have demonstrated the potential for both significant academic achievement and community leadership.

The Paul S. Langa Prize Scholarship, established by Paul S. Langa, Class of 1948, provides a prize scholarship to that Hamilton student who is judged to be the outstanding woman athlete from any of the four classes.

The Calvin Leslie Lewis Prize Scholarship in the Dramatic Arts was established by Elisabeth and Charles G. Mortimer, Jr., Class of 1949, in memory of Mr. Mortimer's grandfather, Calvin L. Lewis, Class of 1890 and the Upson Professor of Rhetoric and Oratory from 1908 to 1935. It is awarded to students, preferably juniors, who have demonstrated an interest and ability in oral communication in its broadest aspects and who have actively and successfully participated in programs in the dramatic arts.

The Herbert M. Lockwood Memorial Prize Scholarships, established by Mr. and Mrs. W. Carter Lockwood in memory of their son, Herbert M. Lockwood, Class of 1982, are awarded to full-time Hamilton students who have demonstrated a significant interest in the musical arts. Criteria for selection include strong academic standing and financial need.

The Willard Bostwick Marsh Prize Scholarships were established by Willard Bostwick Marsh, Class of 1912, in memory of former College president Melancthon Woolsey Stryker, Class of 1872. They are awarded to juniors and seniors with financial need who have maintained a scholastic average of at least B since entering the College.

The Marcel Moraud Memorial Prize Scholarship, established by family and friends in memory of Professor Moraud, who taught French at Hamilton from 1951 to 1982, is awarded to the senior majoring in French and returning from the Junior Year in France Program who demonstrates academic excellence, strength of character, and a sense of humor.

The Robert Leet Patterson Prize Scholarships in Philosophy, established by Robert Leet Patterson, Class of 1917, are awarded to sophomores and juniors who have excelled in the study of philosophy.

The Frank Humphrey Ristine Prize Scholarship was established by former students and other friends in memory of Frank H. Ristine, professor of English literature from 1912 to 1952, and is awarded for excellence in English. Consideration is also given to general academic standing, need for financial aid, and campus citizenship.

The Oren Root Prize Scholarships are awarded to the two juniors who have the best records in mathematics during the freshman and sophomore years and who continue that subject through the junior year.

The William John Schickler III Prize Scholarship, established by his family and friends in memory of William J. Schickler III, Class of 1982, is awarded to a student at the end of the sophomore year and may continue through the senior year, provided the recipient continues to fulfill the requirements. Criteria for selection include good academic performance, financial need, enthusiasm for life, and dedication as evidenced by participation in non-academic activities such as athletics or the arts.

The Arthur W. Soper Prize Scholarship in Latin, established by Arthur W. Soper, M.A. (Hon.), 1893, is awarded to a senior who has excelled in Latin and who elects a course in the discipline during the senior year.

The Chauncey S. Truax Prize Scholarship in Greek is awarded to that senior who shall have stood highest in the study of Greek for the first three years with an average grade of no less than 85. Preference will be shown to candidates who entered Hamilton as freshmen with credit in Greek.

The Vrooman Prize Scholarship, established through the generosity of John W. Vrooman, is awarded to a freshman who has achieved academic excellence, has need for scholarship aid, and who has enrolled for at least one course in the Classics Department.

The Sidney Wertimer, Jr. Prize Scholarships in Economics, established by John Phillips, Jr., Class of 1969, and John Phillips, Sr., in honor of Sidney Wertimer, Jr., are awarded to three juniors who have excelled in the study of economics.

The Lawrence K. Yourtee Prize Scholarship, established by friends and former students in honor of Professor Yourtee, who taught chemistry at Hamilton from 1948 to 1982, is awarded to the student who has shown the greatest improvement in General Chemistry in the freshman year.

Fellowships, Internships, and Prizes

Fellowships

Fellowships are awarded to graduating seniors to assist them in furthering their education.

The Manley F. Allbright Fellowship, established by Mrs. Manley F. Allbright in memory of her husband, a member of the Class of 1903, provides funds for the first year of graduate study in a divinity school.

The Samuel F. Babbitt Kirkland College Fellowship, named in honor of the first and only president of Kirkland College, is awarded to the woman graduate who best exemplifies the spirit of individual learning that was associated with Kirkland College to assist her in meeting the expenses of pursuing an advanced degree.

The James H. Glass Fellowship, established by Dr. James H. Glass, M.A. (Hon.), 1912, is granted for two years of graduate study in biology to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in biology.

The Franklin D. Locke Fellowship was established under a provision of the Chauncey S. Truax Prize and provides an award for graduate study in Greek.

The Elihu Root Fellowships, established in 1894 by Elihu Root, Class of 1864, are granted to members of the senior class who have shown high achievement and special aptitude for research in one or more of the departments of science and who plan to pursue graduate study in science.

The Judge John Wells Fellowship, established under a provision of the Glass endowment, provides a stipend for graduate work in the general areas of government and political science to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in political science.

Internships

Internships are awarded to graduating seniors to afford them an opportunity to work for a year in foreign schools.

The Hamilton Fellow at George Watson's College, Edinburgh, Scotland, serves an internship in teaching, extracurricular activities, and dormitory counseling.

The St. George's Internship, established in 1984, provides an internship at St. George's School for Girls, Edinburgh, Scotland, in teaching and assisting with athletic, musical, and theatrical activities.

Prizes

Most prizes are given for academic achievement, either in general course work, in a particular discipline, or in an essay or other exercise. A few prizes recognize service to the college community or personal character. Prizes are awarded in the fall, in the spring on Class and Charter Day, and at Commencement. In all cases, prize committees reserve the right not to award a prize in any given year should there be no candidate or candidate's entry of sufficient merit.

Achievement Prizes

The Babcock Prize in Philosophy and Pedagogy, established by Edward S. Babcock, Class of 1896, is awarded to that senior who shall have excelled "in philosophy, and particularly in the science of pedagogy."

The Edwin Barrett Prize, established by alumni in honor of Professor Barrett, who taught English and Theatre at Hamilton from 1950 to 1987, is awarded to that student who, at the end of the sophomore year, has made a significant contribution to the College's theatre program.

The James L. Bennett Prize, established by Emma M. Bennett Elsing in memory of James L. Bennett, Class of 1871, is awarded to a senior who has completed the junior year with distinction.

The Emily and Alfred Bohn Prize in Studio Art, established by Harold C. Bohn, Class of 1926, in memory of his parents, is awarded to that junior or senior who demonstrates significant progress in studio art.

The Harold C. Bohn Prize in Anthropology was established by Harold C. Bohn, Class of 1926, and is awarded to a student who has excelled in the study of anthropology.

The Brockway Prize, established by A. Norton Brockway, Class of 1857, is awarded to that member of the freshman class who has made the best academic record.

The G. Harvey Cameron Memorial Prize, established by family, friends, and former students to honor the memory of Professor Cameron, who taught physics at Hamilton from 1932 to 1972, is awarded to that freshman or sophomore who shows the most promise in experimental physics.

The Nelson Clark Dale, Jr. Prize in Music was established in memory of Captain Nelson Clark Dale, Jr., USMC, Class of 1942, by his parents, and is awarded to that student who has shown exceptional ability in music as a composer, interpreter, or leader, or who has contributed most to the musical life of the College.

The Darling Prize in American History, established by Charles W. Darling, Class of 1892, and supplemented by a friend of the College, is awarded to a senior having the most distinguished record in at least four courses in American history.

The Donald J. Denney Prize in Physical Chemistry, established by friends and former students in honor of Donald J. Denney, who taught chemistry at Hamilton from 1957 to 1986, is awarded annually to a student who excels in physical chemistry.

The Hadley S. DePuy Campus Service Awards are given each year to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service. Individual awards consist of a plaque, with the student's name inscribed thereon.

The Arthur O. Eve Prize is awarded annually to the graduating senior in the Higher Education Opportunity Program/College Scholars Program who best exemplifies academic achievement and community service.

The Dr. Edward Fitch Prize in Greek, founded by E. Root Fitch, Class of 1886, is awarded annually to that student who, on completion of one year of Greek, shall have maintained the best record in that subject. To be eligible for the award, the appointee must elect Greek in the following year.

The Dr. Edward Fitch Prize in Latin, founded by E. Root Fitch, Class of 1886, is awarded annually to that student who, on completion of one of two years of Latin, shall have maintained the best record in that subject. To be eligible for the award, the appointee must elect Latin in the following year.

The Gélas Memorial Prize, established in 1955 by a group of alumni to honor the memory of Jean-Marius Gélas, fencing coach and professor of physical education from 1921 to 1946, is awarded to the senior who has shown the greatest development in strength of character, leadership, and athletic ability while at Hamilton.

The Michael T. Genco, Jr. Prize in Photography, established by family and friends of Michael T. Genco, Jr., Class of 1985, is awarded to that student who, in the opinion of the appropriate faculty members of the Art Department, has submitted the most outstanding work to the Genco Photographic Contest and who has shown an unusual interest in photography.

The Francis W. Gilbert Prize was established by the Class of 1953 in memory of Francis Gilbert, fellow in history at Hamilton College from 1946 to 1953. It provides a cash award to that sophomore who, in the opinion of the Dean of Students, has shown the greatest scholastic improvement in the spring term of the freshman year.

The William Gillespie Prize in Art, established in memory of William J. Gillespie, Class of 1962, is awarded to a concentrator in art who excels in that subject.

The Adam Gordon Campus Service Awards, established in 1978 in memory of Adam Gordon, Class of 1980, provide cash prizes to be awarded annually to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service.

The Edgar Baldwin Graves Prize in History, established by his former student, David M. Ellis, Class of 1938, is awarded to a senior who excels in the study of history.

The Mary McMaster Hallock Prize in Science was established by Andrew C. Hallock, Class of 1938, in memory of his wife. The prize is awarded to that senior who has been admitted to medical school and who, in the judgment of the Health Professions Advisory Committee, has demonstrated excellence in course work in science.

The Hamilton College Book Award in Russian is given to a student who has excelled in the study of Russian.

The Franklin G. Hamlin Prize in French, established by former students in honor of Professor Hamlin, who taught French at Hamilton from 1949 to 1980, is awarded to the senior who has excelled in French and plans to continue its study, or the study of a related field, in graduate school.

The Charles J. Hasbrouck Prize in Art History, established by Mr. and Mrs. Kenneth E. Hasbrouck, Sr., in memory of their son, Charles J. Hasbrouck, Class of 1974, is awarded to that senior who has excelled in the study of art history.

The Hawley Prizes in Greek and Latin, established by Martin Hawley, Class of 1851, are awarded for excellence in Greek and Latin. Equal in value, the prizes take the form of books and are selected by the winners each year.

The Holbrook Prize in Biology, established by David A. Holbrook, Class of 1844, is awarded to the senior having the best record in six courses in biology.

The Thomas McNaughton Johnston Prize in English, established by friends and former students in honor of Professor Johnston, who taught English at Hamilton from 1934 to 1972, is awarded to the student writing the most elegant essay submitted to the English Department during the year.

The Kirkland Prize, established by Mr. A.R. Kirkland, is awarded to a student who excels in mathematics.

The Kneeland Prize, established by the Rev. Martin Dwelle Kneeland, Class of 1869, is awarded to the student who has the best record when the grades in two courses on the Bible and in an essay competition on an assigned biblical subject are combined.

The Edwin B. Lee, Jr. Prize in Asian History/Asian Studies, established by Alan H. Silverman, Class of 1976, in honor of Professor Lee, who taught history at Hamilton from 1958 to 1987, is awarded to the senior who has excelled in the study of Asian history or in Asian Studies.

The Dwight N. Lindley Prize, established in honor of Dwight N. Lindley, Class of 1942 and a professor of English at Hamilton from 1952 to 1986, provides an award for the best essay written during the academic year in either English 150 or English 200.

The Jonathan Marder Prize, established by Mr. and Mrs. Marder in memory of their son, is awarded to a senior who excels in the study of psychology.

The Thomas E. Meehan Prize in Creative Writing, established by Thomas E. Meehan, Class of 1951, is awarded to two juniors who have distinguished themselves in creative writing.

The James Soper Merrill Prize, established in memory of James Soper Merrill by his cousin, James P. Soper, Class of 1911, is awarded at Commencement to that member of the graduating class "who, in character and influence, has best typified the highest ideals of the College." Selected by the Faculty, the recipient is presented with a gold watch.

The J. Barney Moore Prize in Art, established by the Class of 1982 in memory of J. Barney Moore, is awarded to a senior who excels in studio art.

The George Lyman Nesbitt Prizes were established by friends of Professor Nesbitt, valedictorian of the Class of 1924, who taught English at Hamilton from 1924 to 1926 and from 1930 to 1973, and are awarded to the valedictorian and the salutatorian.

The Norton Prize, established by Thomas Herbert Norton, Class of 1873, is awarded to the undergraduate who has demonstrated the greatest capacity for research in chemistry. Founded to encourage research in chemistry at the College, the prize consists of a cash award.

The Payne Hills Prize, established in 1982 by the Maynard family, is a Brunton pocket transit awarded annually to that member of the junior class excelling in geology field work.

The Walter Pilkington Prize, established by an anonymous donor, is awarded to the student who has rendered distinguished service to the community in the areas of print and radio journalism and dramatics.

The Public Policy Prize, established by an anonymous donor, is awarded to the senior with the best record in the Public Policy Program and in the Public Policy Seminar.

The Putnam Prize in American History was established by a gift from Dr. Frederick W. Putnam of Binghamton, and was supplemented by a friend of the College. The gift provides a prize of books for the senior having the second-most distinguished record in at least four courses in American history.

The Renwick Prize in Biology, founded by Edward A. Renwick, is awarded to a member of the senior or junior class appointed by the Faculty and provides a scholarship for the study of biology during the summer vacation.

The Jack B. Riffle Awards for Senior Athletes were established by alumni and friends of Jack B. Riffle, Class of 1950 and a Trustee of the College from 1979 to 1986. They are awarded to an outstanding male and an outstanding female athlete in the senior class who, in the judgment of the Director of Athletics, also demonstrate the highest ideals of competitive sports.

The Rogers Prize in Geology, established by E. Albert Rogers, Class of 1898, is awarded to that senior majoring in geology and excelling in the courses in that concentration.

The Jenny Rubin Memorial Prize, established by friends in memory of Jennifer Lynn Rubin, Class of 1983, is awarded to that senior woman who has evinced interest in, and ongoing commitment to, helping others improve their lives.

The Senior Prize in Comparative Literature is awarded to the outstanding senior concentrator in comparative literature.

The Senior Prize in Dance is awarded to the outstanding senior concentrator in dance.

The Senior Prize in Government is awarded to the outstanding senior concentrator in government.

The Senior Prize in Sociology is awarded to the outstanding senior concentrator in sociology.

The Senior Prize in Theatre and Dance is awarded to the outstanding senior concentrator in theatre.

The B.F. Skinner Prize, established in honor of B.F. Skinner, Class of 1926, is awarded to the senior who excels in psychological research.

The H. Samuel Slater Prize in Romance Languages, established in memory of his father-in-law, H. Samuel Slater, by Milton P. Kayle, Class of 1943 and a former Trustee of the College, is awarded to a student who, at the end of the sophomore year, has excelled in the study of a Romance language.

The Southworth Prize in Physics, established by Tertius D. Southworth, Class of 1827, is awarded to the senior who excels in physics.

The Squires Prize in Philosophy, established by Byron B. Taggart, Class of 1896, in honor of William Harder Squires, Class of 1888, is awarded annually, with the approval of the Faculty, to that senior who shall have the highest grade when the marks for six courses in philosophy and a special examination designed for the purpose are combined.

The Tompkins Prize in Mathematics, established by Hamilton B. Tompkins, Class of 1865, is awarded to two juniors who excel in mathematics. The award is made upon the basis of an examination near the close of the junior year, involving three years of work in mathematics.

The Underwood Prize in Chemistry was established as a fund by George Underwood, Class of 1838, increased by J. Platt Underwood, Class of 1870, and is awarded to the senior who excels in chemistry.

The Karen Williams Theatre Prize, established in memory of Karen L. Williams, Class of 1988, is awarded to that member of the junior class who is majoring in theatre and who has demonstrated a generosity of spirit and commitment to theatre activities at Hamilton.

The Winchell Prize in Greek, established by Walter B. Winchell, Class of 1880, is awarded annually to the student who, beginning Greek in college, shall have the best record in six courses in this language.

The Winslow Prize in Greek, established by William Copley Winslow, Class of 1862, is awarded annually to the member of the sophomore class attaining the greatest proficiency in Greek for the year.

The Winslow Prize in Latin, established by William Copley Winslow, Class of 1862, is awarded to the member of the freshman class attaining the greatest proficiency in Latin for the year.

The Winslow Prize in Romance Languages, established by William Copley Winslow, Class of 1862, is awarded annually to the member of the junior class attaining the greatest proficiency in Romance languages while in college.

The Wyld Prize in German, established by Lionel D. Wyld, Class of 1949, in memory of Mary E. and Fred H. Wyld, Sr., is awarded to a junior or senior for excellence in German as evidenced by course work and an essay.

Public Speaking Prizes

The Clark Prize, established by Aaron Clark, and increased by Henry A. Clark, Class of 1838, is awarded to that senior who is adjudged to be the best speaker in the annual Clark Oratorical Contest.

The McKinney Speaking Prizes, established by Charles McKinney, are awarded to three students, one in each of the three lower classes, who have been determined the best speakers in competition.

The Earl H. Wright Prize for Distinction in Advocacy, established in memory of Earl H. Wright by his son, Warren E. Wright, is awarded to that student who shows the most promise in spoken forensic argument or who has shown the most improvement in public speaking.

Writing Prizes

The Dean Alfange Essay Prizes, established by Dean Alfange, Class of 1922, are awarded to the students who write the best and second-best essays on a feature or an issue of American constitutional government.

The Cobb Essay Prize, established by Willard A. Cobb, Class of 1864, is awarded to the student submitting the best essay on journalism.

The Cunningham Essay Prize, established by John Howard Cunningham, Class of 1866, is awarded to the senior submitting the best essay on some phase of the life of Abraham Lincoln.

The Adam Gordon Poetry Prize for Freshmen, established in memory of Adam Gordon, Class of 1980, is awarded for the best poem submitted by a member of the freshman class.

The Head Essay Prize, established by Franklin H. Head, Class of 1856, is awarded for the best senior essay upon a theme relating to Alexander Hamilton.

The Hutton Essay Prize, established by the Rev. William Hutton, Class of 1864, is awarded to the sophomore submitting the best essay on an assigned subject in history, translations, or literature of the Bible.

The Wallace Bradley Johnson Prize, established by alumni of the College in honor of Wallace B. Johnson, Class of 1915, is awarded to that student who writes the best one-act play produced at the College.

The Kellogg Essay Prizes, established by Charles C. Kellogg, Class of 1849, are awarded to a junior, sophomore, and freshman who excel in English essays.

The Kirkland Endowment Essay Prize in Interdisciplinary Studies, established by the Kirkland Endowment Advisory Committee, is awarded to the student who writes the best essay on Interdisciplinary Studies.

The Kirkland Endowment Essay Prize in Women's Studies, established by the Kirkland Endowment Advisory Committee, is awarded to the student who writes the best essay on Women's Studies.

The Raphael Lemkin Essay Prize was established by an alumnus in memory of Raphael Lemkin, a distinguished European academician, survivor of the Holocaust, and inspirer of the United Nations Convention on Genocide. It is awarded to the student writing the best essay on a topic related to Mr. Lemkin's concerns and reflecting his ideals.

The Pruyn Essay Prize, made possible by a fund set up in 1863 by former Chancellor John Van Schaick Lansing Pruyn of the University of the State of New York, is awarded to the senior or junior writing the best essay on "The Duties of Educated Young Citizens."

The Shults Essay Prize, established by John R. Shults, Class of 1924, is awarded to the student submitting the best essay reflecting the spirit of skepticism as represented in the works of the English philosopher Francis Bacon.

The Soper Essay and Research Prizes, established by Arthur W. Soper, Class of 1893, are awarded for the best essay on a topic in economics assigned by the Faculty and for the best research paper in economics. The competition is open to all seniors who are taking a second- or third-year course in economics.

The Rose B. Tager Prize is awarded to the student writing the best short story.

The Todd Prize in Rhetoric and Mass Media, established by Charles Lafayette Todd, Class of 1933 and the Upson Professor of Rhetoric and Oratory from 1960 to 1977, is awarded to the student who writes the best essay on the influence of the electronic media on political discourse and advocacy that shape public attitudes and behavior.

The George A. Watrous Literary Prizes, established by Mrs. Edgar W. Couper in memory of her father, who was an English teacher and scholar, are awarded in poetry, fiction, and criticism, with an additional prize for the winner whose work is considered to be the most promising.

The John V. A. Weaver Prize in Poetry was established by Peggy Wood in memory of her husband and is awarded for excellence in a poem or poems submitted for consideration.

Recipients of Prize Scholarships, Fellowships, Internships, and Prizes

During 1990-91, as a result of national competition, a Watson Fellowship was awarded to Robert L. Cooper, a graduating senior.

The following prize scholarships, fellowships, internships, and prizes were awarded by Hamilton in 1990-91:

Prize Scholarships

Benjamin Walworth Arnold Prize Scholarships
Senior, John N. Schenendorf; *Junior*, Janette E. Schue; *Sophomore*, Daniel T. Vail

Robert A. Bankert, Jr. Prize Scholarship
George A. Bomann IV

Dr. Philip I. Bowman Prize Scholarship
R. Scott Conley

Madeleine Wild Bristol Prize Scholarship in Music
Jennifer A. Creem

Coleman Burke Prize Scholarship
Scott M. Dorrity

Frank C. and Marion D. Colridge Prize Scholarship
Christopher S. Moser

Curran Prize Scholarship
Jeannine S. Diddle

Captain Gerald FitzGerald Dale Senior Prize Scholarship
Christopher J. Pohl

Charles A. Dana Prize Scholarships
Michael J. Epstein, Gabriela Glatzer, Serena J. Leigh, Kathleen M. McDonough, Hilda T. Werschkul

Dirvin Family Prize Scholarship
Richard E. Meyers

Ned Doyle Prize Scholarships
Junior, Michael C. Smith; *Sophomore*, Julie A. Sheldon; *Freshman*, John K. Fortney

Joseph Drown Prize Scholarship
Aileen M. Slocum

Duell German Prize Scholarship
Ingrid S. Ehmann

Fayerweather Prize Scholarships
Jeannine S. Diddle, Mohammad A. Jameel, Eric B. Joachim, Laura J. Megan, Daniel T. Vail

Dr. Edward R. Fitch Prize Scholarships in Classical Languages
Irene E. Busmalis, Amelia L. Devin

Randall J. Harris Prize Scholarship in Philosophy
Janette E. Schue, K. Blake Shepard

L. David Hawley Prize Scholarship in Geology
Eric Kirby, Tracy A. Mashiotta, Peter C. Warner

Edward Huntington Memorial Mathematical Prize Scholarship
John N. Schenendorf

Grant Keehn Prize Scholarship
Kajal K. Chattopadhyay, Mary Ellen McKenna

Leonard E. and Sue J. Kingsley Prize Scholarship
Cindy M. Domingue

Paul S. Langa Prize Scholarship
Lara J. Handsfield

Calvin Leslie Lewis Prize Scholarship in the Dramatic Arts
José A. Castro, Stephanie J. Ragolia, Dennis A. Williams

Herbert M. Lockwood Memorial Prize Scholarship
Amy D. Little

Willard Bostwick Marsh Prize Scholarships
Dimosthenis Arhodidis, Robert A. Blackwell, Jr., Cindy M. Domingue, Janette E. Schue

Marcel Moraud Memorial Prize Scholarship
Allison J. Pykett

Robert Leet Patterson Prize Scholarships in Philosophy
Andrew C. Alexander, Glenn J. Bullock, Janette E. Schue, K. Blake Shepard

Frank Humphrey Ristine Prize Scholarship
Wendy B. Sharer

Oren Root Prize Scholarships
Gary R. Rosys, Scott W. Russell

William John Schickler III Prize Scholarship
Tresa M. Randall

Sidney Wertimer, Jr. Prize Scholarships in Economics
Yet Hun Goh, Trent A. Romer, Karen Voon

Lawrence K. Yourtee Prize Scholarship in Chemistry
Richard A. Moore

Fellowships
Manley F. Allbright Fellowship
Kirk T. Berlenbach

The Samuel F. Babbitt Kirkland College Fellowship
Alison J. Mehlman

James H. Glass Fellowship
Batu M. Erman, Kathryn E. Wright

The Elihu Root Fellowships in Science
Dean C. Bottino, Michael R. Casstevens, Andrew D. Cunningham, Christopher J. Donohue, Batu M. Erman, Brian T. Redmond, John R. Taylor

The Judge John Wells Fellowship
Courtney G. Haslett

Internships
Hamilton Fellow at George Watson's College, Scotland
Tracey L. Turnbull

Hamilton Internship at St. George's School for Girls, Scotland
Rebecca A. Dodge

Achievement Prizes
Babcock Prize in Philosophy and Pedagogy
Kirk T. Berlenbach, Charles L. Siskel

Edwin Barrett Prize
Thomas M. Butler

James L. Bennett Prize
Nancy L. Blabey

Emily and Alfred Bohn Prize in Studio Art
Jessica E. Fraker

Harold C. Bohn Prize in Anthropology
Gregory E. Kuhn

Brockway Prize
Daniel T. Vail

G. Harvey Cameron Memorial Prize
Laura J. Megan

Nelson Clark Dale, Jr. Prize in Music
Daniel P. Granoff

Darling Prize in American History
Robert A. Blackwell, Jr.

Donald J. Denny Prize in Physical Chemistry
James H. Grassi

Hadley S. DePuy Campus Service Awards
Steedman L. Bass, Darin E. Hickman, Mary Ellen McKenna, Linton M.

Mitchell, Todd S. Parker, Lisa E. Rawson, John T. Refermat, Michael A. Schoenegge, Jennifer H. Wagner, John K. Werner

Arthur O. Eve Prize
Diane L. Lynch

Dr. Edward Fitch Prize in Greek
Thomas F. Comerford

Dr. Edward Fitch Prize in Latin
Jeannine S. Diddle

Gélas Memorial Prize
Peter C. Wymard

Michael T. Genco, Jr. Prize in Photography
David M. Reville

Francis W. Gilbert Prize
Ana M. Morel

William Gillespie Prize in Art
Jeffrey P. Greene

Adam Gordon Campus Service Awards
Emily J. Beiles, Michael D. Bloomquist, Jennifer M. Hampton, Adeel M. Hasan, Raymond W. Vincenzo

Edgar Baldwin Graves Prize in History
Robert A. Blackwell, Jr.

Mary McMaster Hallock Prize in Science
Bonnie L. Hiatt

Hamilton College Book Award in Russian
Karen S. Daly

Franklin G. Hamlin Prize in French
Allison J. Pykett

Charles J. Hasbrouck Prize in Art History
Charles H. Kehler

Hawley Prize in Greek
Thomas F. Comerford

Hawley Prize in Latin
Sean M. Flynn

Holbrook Prize in Biology
Megan M. Cavanaugh

Thomas McNaughton Johnston Prize in English
Eric W. Smith

Kirkland Prize
Christopher J. Donohue, Brian T. Redmond

Kneeland Prize
David M. Reville, Adam G. Sills

Edwin B. Lee, Jr. Prize in Asian History/Asian Studies
Lori A. Snyder

Dwight N. Lindley Prize
Karen J. Gosselink

Jonathan Marder Prize
Paul S. Arvantides, Christopher C. Mascia, Lisa E. Rawson

Thomas E. Meehan Prize in Creative Writing
Daniel D. Greene

James Soper Merrill Prize
Lisa E. Rawson

J. Barney Moore Prize in Art
Jason K. Bortz

George Lyman Nesbitt Prizes
Valedictorians, Ingrid S. Ehmann, Bruce N. Simon

Norton Prize
Andrew C. Alexander

Payne Hills Prize
Eric Kirby

Walter Pilkington Prize
Donna P. Dever

Presidential Recognition Awards
Brendan J. McCormick, Richard E. Meyers, Kevin Rosero, Laura J. Sitterley

Procter & Gamble Prize for Campus Leadership
Felicia S. Singleton

Public Policy Prize
Natasha R. Rath

Putnam Prize in American History
James M. Thatcher

Renwick Prize in Biology
David J. Casey

Jack B. Riffle Awards for Senior Athletes
Michael J. Nelson. Tracey L. Turnbull

Rogers Prize in Geology
Andrew D. Cunningham

Jenny Rubin Memorial Prize
Elise M. Swiantek

Senior Prize in Comparative Literature
Laura V. L. Frisch

Senior Prize in Dance
Kara L. Masters

Senior Prize in Government
Nancy L. Blabey

Senior Prize in Sociology
Daniel G. Preucil

Senior Prize in Theatre
José A. Castro, Stephanie J. Ragolia

B. F. Skinner Prize
Jennifer J. Falconer, Bonnie L. Hiatt

H. Samuel Slater Prize in Romance Languages
Stephanie S. Stock

Soper Research Prize
Amanda J. Geib

Squires Prize in Philosophy
Jason K. Bortz

Tarbell Book Prize in Organic Chemistry
R. Scott Conley, Thomas F. D'Aprix, Jr.

Tompkins Prize in Mathematics
First, Scott W. Russell; *Second,* Akihiro Nakano, Gary R. Rosys

Underwood Prize in Chemistry
Joshua L. Goldstein, Anthony Vigliotti

Karen Williams Theatre Prize
Rachel M. Tischler

Winchell Prize in Greek
Edward W. Denny

Winslow Prize in Romance Languages
Goffredo Diana

Wyld Prize in German
Ingrid S. Ehmann

Public Speaking Prizes

The Clark Prize
Wendy E. Lamont

McKinney Speaking Prizes
Junior, Scott L. Malouf; *Sophomore,* Christopher W. Kerr; *Freshman,* Christina M. Schmergel

Earl H. Wright Prize for Distinction in Advocacy
Daniel C. Hayden

Writing Prizes
Dean Alfange Essay Prize
David E. Lee

Cunningham Essay Prize
Thomas G. Smith, Jr.

Adam Gordon Poetry Prize for Freshmen
Leif E. Solem

Hutton Essay Prize
Christopher M. Barletta

Wallace Bradley Johnson Prize
First, Peter S. Weed, Jr.; *Second,* Alan V. Bacchiochi; *Third,* William B. Thackeray

Kirkland Endowment Essay Prize in Interdisciplinary Studies
Tresa M. Randall

Raphael Lemkin Essay Prize
Ingrid S. Ehmann

Kirkland Endowment Essay Prize in Women's Studies
Laura B. Senes

Soper Essay Prize
Dimosthenis Arhodidis

Rose B. Tager Prize
Adam G. Sills

George A. Watrous Literary Prizes
Criticism, Eric W. Smith; *Fiction*, Cindy M. Domingue; *Poetry*, Leah M. Hirsch; *Most Promise*, Eric W. Smith

Senior Fellows
Melissa Ann Levinson, *"Tearing Down the Walls: Rebuilding Our Global Environment"*

Christopher John Pohl, *"Getting Our Hands Dirty: Literary Theory, Poetics, and the Search for a Theory-Driven Writing Center"*

Federal and State Assistance Programs

Federal Awards

All federal assistance programs are constantly under review. The statements below were accurate as of July 1991, but subsequent legislation may have altered some of the programs. Please contact the Financial Aid Office if you have any questions.

A candidate's eligibility for the following federal aid programs, except Pell Grants, is based on a formula developed by the Congress of the United States and referred to as the Congressional Methodology. The College may amend CM results in the awarding of institutional funds.

Pell Grants

The former Basic Educational Opportunity Grant Program was renamed in 1980 after Senator Claiborne Pell in honor of his efforts to help establish the program. Grants for full-time study currently range between $250 and $2,400. Grant amounts may be adjusted annually to reflect amounts authorized and appropriated by the federal government.

The amount of an individual's award is determined by the Director of Financial Aid based on a valid Student Aid Report (SAR). Candidates may receive an SAR after filing an application for federal student aid or other approved document such as the Financial Aid Form (FAF) of the College Scholarship Service or Family Financial Statement (FFS) of the American College Testing Program. The SAR reflects student eligibility based on a formula developed by the United States Congress.

In order to continue receiving awards, a student must make satisfactory academic progress, and must not owe any refunds to the Pell Grant or other federal aid programs or be in default on repayment of any student loan.

Supplemental Educational Opportunity Grants (SEOG)

Supplemental Grants range between $100 and $4,000 annually and are awarded to students who demonstrate need, with preference given to recipients of Pell Grants. The College's annual federal allocation of SEOG funds is adequate to make only about 80 awards. Candidates who demonstrate need continue to be eligible for SEOG assistance during the period required for the completion of the first undergraduate baccalaureate course of study.

Perkins Loans

All candidates who apply for assistance are considered for Perkins Loans. The number of Perkins Loans awarded annually may vary, depending upon repayments received by Hamilton from past borrowers, as well as federal appropriations. Aggregate maximum Perkins Loan debt is $4,500 during the first two years of study and $9,000 through completion of the bacca-

laureate degree. The current interest rate on Perkins Loans is 5% on the unpaid balance. Repayment normally begins after graduation. Deferments are possible for several reasons, including military service and work in the Peace Corps or VISTA.

Robert T. Stafford Loan Program

Loans of up to $2,625 for the first and second years of undergraduate study, and $4,000 per year for subsequent study, are available for study at Hamilton through the Stafford Loan Program. Maximum indebtedness for undergraduate study is $17,250 although at Hamilton College the average indebtedness is much less. Stafford Loans currently carry an interest rate of between 8% and 10% and are available only to United States citizens or to non-citizens classified as permanent residents.

The amount actually borrowed through the Stafford Program, when added to other financial aid, cannot exceed the cost of education. Both income and assets must be evaluated when determining need for all applicants. It is therefore necessary that all applicants also file a Financial Aid Form (FAF). A 5% origination fee is deducted from all loans at the time of disbursement.

Repayment of the loan begins six months after the student has left school, though it can be deferred for several reasons. The following regulations apply to repayments: (1) Depending on the amount of the loan, the minimum monthly payment will be $50 plus interest. Under certain circumstances, the lender, on request, may permit reduced payments; (2) The maximum repayment period is ten years; (3) The maximum period of a loan from date of the original note may not exceed 15 years, excluding authorized deferment of payments; and (4) Repayment in whole or part may be made at any time without penalty.

All undergraduate borrowers currently receive federal interest subsidies while they are in college. Applications for Stafford Loans are available from participating banks, savings and loan associations, credit unions, and other approved lenders.

It is possible to combine loans from more than one source into a new loan through a consolidation program. Repayment period may be extended up to 25 years, depending on the amount to be repaid. Interest rates on consolidated loans, however, may be 9% or more.

College Work-Study Program (CWSP)

For students in financial need, Hamilton arranges jobs on-campus, or off-campus with public or private non-profit agencies such as hospitals. Application is made through the Financial Aid Office. Hamilton gives preference to students who have the greatest financial need and who must earn a part of their educational expenses. Class schedule, academic progress, and health are also considered in determining eligibility. Wage is determined by the nature of the job and the qualifications of the applicant.

United States Bureau of Indian Affairs Aid to Native Americans
Students who are one-fourth American Indian, Eskimo, or Aleut and are enrolled members of a tribe, band, or group recognized by the Bureau of Indian Affairs may qualify for aid under this program. Application forms may be obtained from the Bureau of Indian Affairs Office.

Veterans Administration (VA) Educational Benefits
Persons who served more than 180 days between January 31, 1955, and January 1, 1977, and continue on active duty, were honorably discharged at the end of their tours of duty, or who qualify because of service-connected disabilities, are eligible for benefits. Veterans are entitled to benefits for one and one-half months of study for each month of service, up to 45 months.

Children, spouses, and survivors of veterans whose deaths or permanent total disabilities were service-connected, or who are listed as missing in action, may be eligible for benefits under the same conditions as veterans.

State Awards

In compliance with the New York State Education Department regulations, eligibility for the continuation of funds awarded through the Tuition Assistance Program (TAP) or Regents Awards for Children of Deceased or Disabled Veterans requires the following minimal levels of academic progress:*

> Pursuit of the program of study toward the baccalaureate degree requires the completion of at least two courses during both the fall and spring terms of the freshman year, and the completion of at least three courses during the fall and spring terms of each succeeding year.
>
> Satisfactory progress toward the completion of the degree requirements must be achieved. Satisfactory progress is not made by students who fail to pass at least half of the courses carried, who accumulate failures in a total of five courses, or who incur a third probation. Satisfactory progress includes the following minimal number of courses passed for the respective semi-annual TAP payments: first payment = 0 units, second payment = 3 units, third payment = 7 units, fourth payment = 10 units, fifth payment = 14 units, sixth payment = 17 units, seventh payment = 21 units, eighth payment = 24 units.

Failure to maintain these minimal standards of academic progress will result in the loss of funds from the TAP program. Any questions regarding this requirement should be addressed to either the Registrar or the Director of Financial Aid.

* Legislation passed in July 1981 subjects only those candidates who received any of the above awards for the first time during the 1981-82 year to these regulations.

Tuition Assistance Program (TAP)

The Tuition Assistance Program is available to any New York State resident who is enrolled full time in an approved educational program in New York State. The amount of TAP is based on the amount of tuition charged and family net taxable income (income after deductions). Net taxable income (NTB) may be adjusted for additional family members enrolled in college full time, or for child support received from a non-custodial parent.

The maximum net taxable income for TAP eligibility during the 1991-92 academic year is $50,500 for first-time recipients, $42,500 for students who were first-time recipients in 1989-90, and $34,250 for all others. Awards will range from $300 to $4,125 per year, depending on the NTB and the year in which the first award was received. After a candidate has received payment for four semesters of study, his or her maximum award is reduced by $200 per year for each subsequent year of study. Undergraduate students generally will be eligible for no more than eight semesters of TAP payments, although students in certain pre-approved programs may be eligible for up to ten semesters.

Applications for TAP must be filed annually with the New York State Higher Education Services Corporation, 99 Washington Avenue, Albany, NY 12255. The application deadline for the 1992-93 academic year is May 1, 1992. Filers may also use a state version of the FAF or FFS to apply.

Vietnam Veterans Tuition Award Program

The Vietnam Veterans Tuition Award Program provides financial assistance to veterans enrolled in undergraduate degree programs on either a full- or part-time basis. A listing of the institutions having approved degree programs is included in the supplemental application.

To be eligible under this program, the veteran must:

- have served in the armed forces in the United States in Indochina between January 1, 1963, and May 7, 1975;
- have been discharged from the service under other than dishonorable conditions;
- have been a resident of New York State on April 20, 1984, or have been a resident at time of entry into the service and resumed residency by September 1, 1987;
- apply for a Tuition Assistance Program (TAP) award and a Pell Grant if applying as a full-time student or for the Pell Grant only if applying as a part-time student.

Duration: Full-time Study—Awards are available for up to eight semesters for a 4-year program, or ten semesters if a degree program is specifically approved as requiring five years. (Programs of remedial study are considered to be programs normally requiring five years.) *Part-time Study*—Awards are available for students taking 6 to 11 hours (or the equivalent per semester) for up to 16 semesters (eight years), or 20 semesters (ten years) in an approved program which would normally require five years if the study were full-time.

Amount: Full-time awards are $500 per semester or tuition, whichever is less. If the veteran also receives a Tuition Assistance Program (TAP) award, the combination of the two awards cannot exceed tuition. Part-time awards are $250 per semester or tuition, whichever is less. The total of all awards for full- and/or part-time study received cannot exceed $5,000.

Empire State Scholarships of Excellence
The New York State Education Department awards Scholarships of Excellence on the basis of national test (ACT, SAT) scores and high school grade point averages. The awards provide up to $2,000 each year but may not exceed the costs of tuition, fees, books, transportation, room, and board.

Regents Awards for Children of Deceased or Disabled Veterans
An award of $450 per year is available to students who are the children of veterans who have died, have a current disability of 50% or more, or had such a disability at the time of death, resulting from United States military service during one of the following periods: April 16, 1917–November 11, 1918; December 7, 1941–December 31, 1946; June 25, 1950–July 27, 1953; or October 1, 1961–March 29, 1973. This award, available to New York State residents, is independent of family income or tuition and is made in addition to other grants or awards to which the applicant may be entitled.

State Aid to Native Americans
Awards of $1,100 per year for a maximum of four years of study are available to members of Native American tribes located on reservations within New York State. Additional information can be obtained by writing to the Native American Education Unit, New York State Education Department, Albany, NY 12234.

Higher Education Opportunity Program (HEOP)
HEOP awards are given to academically and financially disadvantaged students admitted to the HEOP. Such awards are packaged with other needed assistance.

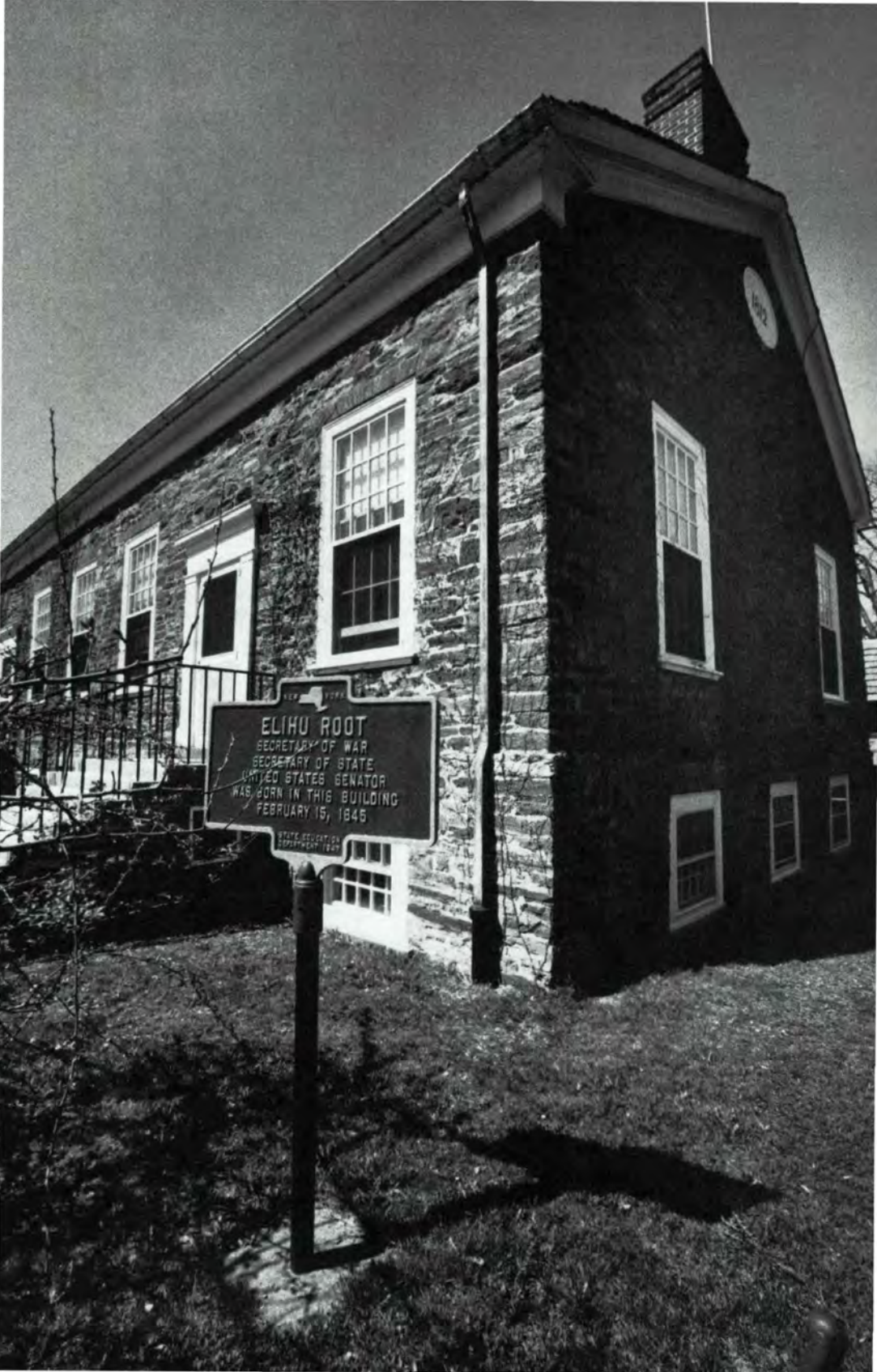
Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 (commonly referred to as the "Buckley Amendment") was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA), Department of Education, 5411 Switzer Building, 330 C Street S.W., Washington, DC 20201, concerning alleged failures by the institution to comply with the act.

The act permits the College to release certain "directory information." This information will not be released to salespeople, subscription sellers, etc., but will be used for College purposes, such as news releases and athletic programs. The following has been designated as "directory information": the student's name, address, and telephone listing, date and place of birth, major, participation in officially recognized activities and sports (from the Activities Questionnaire completed by each student), weight and height of athletic team members, dates of attendance, degrees and awards received, and the most recent previous educational institution attended.

If you do *not* wish any or all of this information released without your prior consent, please notify the Dean of Students in writing before September 15. In the absence of a negative response, the College will release this information when appropriate.

Copies of Hamilton's policy regarding the act and procedures used by the College to comply with the act can be obtained from the Office of the Dean of Students. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Dean of Students or to the Registrar.


ELIHU ROOT
SECRETARY OF WAR
SECRETARY OF STATE
UNITED STATES SENATOR
WAS BORN IN THIS BUILDING
FEBRUARY 15, 1845

The Board of Trustees

J. Carter Bacot, *Chairman*
Gerald V. Dirvin, *Vice Chairman*

Life Trustees

	Elected	Term Expires
William C. Bolenius, A.B., *Cutchogue, NY*	1949	Life
Howard M. Bingham, B.S., *Asheville, NC*	1952	Life
Coleman Burke, LL.B., *Short Hills, NJ*	1956	Life
William M. Bristol, Jr., Ph.B., *Princeton, NJ*	1959	Life
Walter Beinecke, Jr., *Nantucket, MA*	1960	Life
John H. Niemeyer, A.B., *New York, NY*	1964	Life
William M. Bristol III, A.B., *Newtown, PA*	1965	Life
Ralph E. Hansmann, M.B.A., *New York, NY*	1969	Life
Sol M. Linowitz, LL.B., *Washington, DC*	1969	Life
Hugh R. Jones, J.D., *New Hartford, NY*	1973	Life
Eugenie A. Havemeyer, Ph.D., *New York, NY*	1978	Life
Elizabeth J. McCormack, A.B., *New York, NY*	1978	Life
Francis H. Musselman, J.D., *New York, NY*	1978	Life
Donald R. Osborn, LL.B., *New York, NY*	1978	Life
John E. Tobin, LL.B, Ho-Ho-Kus, NJ	1978	Life
Hans H. Schambach, *New York, NY*	1983	Life
Milton F. Fillius, Jr., J.D., *San Diego, CA*	1986	Life

Charter Trustees

Richard W. Couper, M.A., *Clinton, NY* (Alumni Trustee 1959-65) (Charter Trustee 1967-69)	1971	1996
James L. Ferguson, M.B.A., *Charleston, SC*	1973	1994
J. Carter Bacot, LL.B., *Montclair, NJ*	1974	1996
Robert G. Howard, A.B., *Rye, NY*	1975	1995
James T. Rhind, LL.B., *Chicago, IL*	1975	1994
Gerald V. Dirvin, A.B., *Cincinnati, OH*	1979	1993
Silas Keehn, M.B.A., *Winnetka, IL*	1979	1993
William D. Love, Jr., A.B., *Carmel, CA*	1980	1992
David E. Harden, A.B., *McConnellsville, NY* (Alumni Trustee 1977-81)	1981	1992
Keith S. Wellin, M.B.A., *New York, NY* (Charter Trustee 1969-75)	1984	1992
Christina E. Carroll, *San Francisco, CA*	1986	1997
Peter C. Huber, A.B., *Rumson, NJ*	1987	1997

Leonard E. Kingsley, M.B.A., *San Francisco, CA* (Alumni Trustee 1983-87)	1988	1994
Harry C. Payne, Ph.D., *Clinton, NY*	1988	
Stuart L. Scott, J.D., *Chicago, IL* (Alumni Trustee 1985-89)	1989	1995
J. Richard Munro, A.B., *New York, NY*	1989	1993
Kevin W. Kennedy, M.B.A., *Ridgewood, NJ* (Alumni Trustee 1986-90)	1990	1996
Carl B. Menges, M.B.A., *New York, NY* (Alumni Trustee 1985-89)	1990	1997
Charles O. Svenson, LL.M., *New York, NY* (Alumni Trustee 1979-83)	1991	1997
Susan Valentine Annich, B.A., *Princeton, NJ* (Alumni Trustee 1985-89)	1991	1994
Jane Fraser, B.A., *Washington, DC*	1991	1997

Alumni Trustees

Stephen H. Anthony, M.B.A., *Wellesley Hills, MA*	1988	1992
Lee C. Garcia, M.B.A., *New Canaan, CT*	1988	1992
Howard J. Schneider, M.D., *New York, NY*	1988	1992
Taggart D. Adams, LL.B., *Wilton, CT*	1989	1993
Janet Horsman Ridder, B.A., *Grosse Pointe Farms, MI*	1989	1993
A. Barrett Seaman, M.B.A., *Ardsley-on-Hudson, NY*	1989	1993
Russel A. Bantham, Jr., J.D., *New York, NY*	1990	1994
Barbara Brewer Clark, J.D, *Kansas City, MO*	1990	1994
Arthur J. Massolo, J.D., *Chicago, IL*	1990	1994
Anne Bigham Hutchins, B.A., *Winnetka, IL*	1991	1995
Alan G. Lafley, M.B.A., *Cincinnati, OH*	1991	1995
B. Hunt Lawrence, M.B.A., *New York, NY*	1991	1995

The Faculty

Emeriti

Edwin Blois Barrett, Jr.
Professor of English and Drama; A.B., Macalester College; A.M., University of Minnesota; Ph.D., Columbia University

Gregory Joseph Batt
Professor of Physical Education; A.B., Colgate University

Robert Marcellus Browning
Professor of German; A.B., William Jewell College; A.M. and Ph.D., Princeton University

A. Duncan Chiquoine
Professor of Biology; A.B., Swarthmore College; Ph.D., Cornell University

Earl Wendell Count
Professor of Anthropology; A.B., Williams College; B.D., Garrett Biblical Institute; Ph.D., University of California at Berkeley

James S. A. Cunningham
Professor of Classics; A.M. and B.D., University of Glasgow; B.Litt., University of Oxford; A.M. and Ph.D., Princeton University

David Maldwyn Ellis
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John Francis Ellis
Professor of Biology; A.B. and A.M., Amherst College; Ph.D., University of Edinburgh

Charles Augustus Godcharles
Professor of Psychology; A.B., Bucknell University; A.M. and Ph.D., Duke University

James Franklin Hunt
Professor of Education; B.S., University of Pennsylvania; M.S., Massachusetts State College; Ph.D., Yale University

Edwin Borden Lee, Jr.
Professor of History; A.B., Duke University; A.M. and Ph.D., Columbia University

Otto Karl Liedke
Professor of German; Berlin Oberrealschule; A.M. and Ph.D., Cornell University

Dwight Newton Lindley
Professor of English; A.B., Hamilton College; A.M. and Ph.D., Columbia University

Eugene Milton Long
Professor of Physical Education; B.S. and M.S., State University of New York College at Cortland

John Robert Mattingly
Professor of Latin; A.B., University of Chicago; Ph.D., Yale University

Lawrence Robert McManus
Professor of Biology; B.S., M.Ed., and Ph.D., Cornell University

David Richard Millar
Professor of History; A.B. and A.M., George Washington University; Ph.D., Cornell University

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Professor of Mathematics; A.B., Williams College; A.M., Columbia University; Ph.D., Syracuse University

Donald Brandreth Potter
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Professor of Biology; B.S. and M.S., University of Massachusetts; Ph.D., University of California at Berkeley

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Professor of International Affairs; A.B., Amherst College; Ph.D., Columbia University

Comfort Cary Richardson
Assistant Professor of Physical Education; A.B., Vassar College; A.M., Haverford College

Landon Gale Rockwell
Professor of Government; A.B., Dartmouth College; A.M. and Ph.D., Princeton University

Philip Virgilius Rogers
Professor of Biology; A.B. and A.M., Hamilton College; Ph.D., Yale University

José Bernardo Tato
Associate Professor of Spanish; A.B. and B.S., Camaguey Institute; LL.D., University of Havana; A.M. and Ph.D., Rutgers University

Charles Lafayette Todd
Professor of Speech; B.S., Hamilton College; A.M., Columbia University

Sidney Wertimer, Jr.
Professor of Economics; B.S., University of Pennsylvania; A.M., University of Buffalo; Ph.D., London School of Economics

Lawrence Karn Yourtee
Professor of Chemistry; B.S., Washington College; M.S., Georgia Institute of Technology; Ph.D., University of Texas

Active

This listing is alphabetical without respect to rank, and the date indicates the year of initial appointment to the Faculty. The letters **F** and **S** following a name indicate terms of leave or off-campus teaching. The lower-case letters, **f** and **s**, indicate the terms during which visiting faculty members will teach at the College.

Shahid Ali Agha (1987)
Assistant Professor of English; A.B., University of Kashmir; M.A., University of Delhi; M.F.A., University of Arizona; M.A. and Ph.D., Pennsylvania State University

Douglas Ambrose (1990) **fs**
Visiting Assistant Professor of History; B.A., Rutgers University, M.A., University of Rochester; Ph.D., State University of New York at Binghamton

John Timothy Anderson (1967)
Samuel F. Pratt Professor of Mathematics; A.B., Hamilton College; Ph.D., Duke University

Vivian Anderson (1987)
Assistant Professor of Mathematics and Computer Science; B.S., Wheaton College; M.S., University of Nebraska; M.S. and Ph.D., Syracuse University

Frank Michael Anechiarico (1976) **FS**
Associate Professor of Government; A.B., Hamilton College; A.M. and Ph.D., Indiana University

Alfred Leroy Atherton, Jr. (1991) **s**
Sol M. Linowitz Visiting Professor of International Studies; B.S. and M.A., Harvard University

Vincent A. Auger (1987)
Assistant Professor of Government; B.A., Fordham University; A.M. and Ph.D., Harvard University

George Wilbon Bahlke (1969)
Professor of English; A.B. and A.M., University of Chicago; A.B., Swarthmore College; Ph.D., Yale University

David G. Bailey (1990)
Assistant Professor of Geology; B.S, Bates College; M.S., Dalhousie University; Ph.D., Washington State University

Erol M. Balkan (1987) **FS**
Assistant Professor of Economics; B.A. and M.A., University of North Carolina at Greensboro; Ph.D., State University of New York at Binghamton

John Bartle (1989) **fs**
Visiting Instructor in Russian; B.A., Rutgers University; M.A., Indiana University

Charlotte Beck (1985)
Associate Professor of Anthropology; B.A., Auburn University; M.A. and Ph.D., University of Washington

Richard E. Bedient (1979)
Associate Professor of Mathematics; B.S., Denison University; A.M., University of Pittsburgh; Ph.D., University of Michigan

Carol Ann Bellini-Sharp (1973)
Professor of Theatre; A.B. and A.M., Pennsylvania State University; Ph.D., Carnegie-Mellon University

Victoria Bernal (1987) **FS**
Assistant Professor of Anthropology; B.A., State University of New York at Buffalo; M.A. and Ph.D., Northwestern University

Russell Thorn Blackwood III (1957) **S**
John Stewart Kennedy Professor of Philosophy; A.B., Dartmouth College; A.M., Colgate University; Ph.D., Columbia University

Stephen Bonta (1961)
Margaret Bundy Scott Professor of Music; A.B., Yale University; A.M., Columbia University; A.M. and Ph.D., Harvard University

James Bradfield (1976)
Professor of Economics; A.B., A.M., and Ph.D., University of Rochester

Thomas E. Brady (1984) **FS**
Stone Professor of Biology; B.A., Beloit College; M.S. and Ph.D., Yale University

Karen S. Brewer (1989)
Assistant Professor of Chemistry; B.S., Ohio Northern University; Ph.D., Massachusetts Institute of Technology

Austin Eugene Briggs, Jr. (1957)
Hamilton B. Tompkins Professor of English Literature; A.B., Harvard University; A.M. and Ph.D., Columbia University

Betsy L. Bruce (1986)
Assistant Professor of Physical Education; B.A., College of Wooster; M.A., University of Iowa

Lewis A. Burkley (1984)
Assistant Professor of Geology and Assistant Dean of Students; B.S., Bowling Green State University; M.S. and Ph.D., Case Western Reserve University

Alan W. Cafruny (1988)
Henry Bristol Associate Professor of International Affairs; B.A., Kenyon College; M.Sc., University of London; M.A. and Ph.D., Cornell University

Rand Carter (1970)
Professor of Art; A.B., Columbia University; M.F.A. and Ph.D., Princeton University

Daniel F. Chambliss (1981)
Associate Professor of Sociology; A.B., New College; A.M., M.Phil., and Ph.D., Yale University

Elizabeth Childs-Johnson (1991)
Assistant Professor of Art; B.A., M.A., and Ph.D., New York University

Patricia Francis Cholakian (1990) **fs**
Visiting Associate Professor of French; A.B., Bates College; A.M., Middlebury College; Doctorat, University of Paris

Rouben Charles Cholakian (1963)
Burgess Professor of Romance Languages; A.B., Bates College; A.M. and Ph.D., Columbia University

Sally Cockburn (1991)
Assistant Professor of Mathematics; B.Sc. and M.Sc., Queen's University, Canada; Ph.D., Yale University

Brian Collett (1986)
Assistant Professor of Physics; B.A. and M.A., University of Cambridge; Ph.D., Princeton University

Katherine A. S. Collett (1990) **fs**
Visiting Assistant Professor of English; B.A., Wellesley College; B.A. and M.A., University of Cambridge; Ph.D., University of Pennsylvania

Leland Earl Cratty, Jr. (1958)
Professor of Chemistry; B.S., Beloit College; Ph.D., Brown University

Esteban Luis Cuebas-Incle (1989) **fs**
Visiting Assistant Professor of Biology; B.S., University of Puerto Rico; M.S. and Ph.D., Cornell University

Françoise Davis (1989) **fs**
Visiting Instructor in French; Baccalaureát ès Lettres and License ès Lettres, University of Bordeaux

Michael Davis (1983)
Assistant Professor of Physical Education; B.A., Idaho State University

Jean Constance D'Costa (1980)
Leavenworth Professor of English; A.B., University College of the West Indies; M.Litt., University of Oxford

Richard W. Decker (1985)
Associate Professor of Mathematics and Computer Science; A.B., Dartmouth College; M.A., Pennsylvania State University; M.S., Stanford University; Ph.D., Ohio State University

Cynthia R. Domack (1985) **F**
Assistant Professor of Geology; B.A., Colby College; M.A. and Ph.D., Rice University

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Katheryn Hill Doran (1990)
Assistant Professor of Philosophy; B.A., University of Pittsburgh; M.A. and Ph.D., University of North Carolina at Chapel Hill

Peter Dorman (1990) **fs**
Visiting Assistant Professor of Economics; B.A., University of Wisconsin; Ph.D., University of Massachusetts at Amherst

Carol Ann Drogus (1988)
Assistant Professor of Government; A.B., Mount Holyoke College; M.A. and Ph.D., University of Wisconsin

James Eric Duskin (1991) **fs**
Visiting Instructor in History; B.A., Wesleyan University; M.A., University of Michigan

Patricia Lynn Earl (1991) **fs**
Visiting Assistant Professor of Chemistry; B.S., Houghton College; A.M. and Ph.D., Washington University

Beverly R. Edmondson (1991) **fs**
Visiting Instructor in Psychology; B.R.E., Baptist Bible College; M.A., Liberty University; M.S., Syracuse University

Theodore J. Eismeier (1978)
James L. Ferguson Professor of Government; A.B., Dartmouth College; M.Phil. and Ph.D., Yale University

Brenda Margaret Farnell (1991) **fs**
Visiting Assistant Professor of Linguistics; Teaching Diploma, Liverpool University; M.A., New York University; Ph.D., Indiana University

Steven David Frank (1985)
Associate Professor of Physical Education; B.S. and M.S., University of Bridgeport

Laurie Gant (1991)
Assistant Professor of Art; B.S., University of Wisconsin; M.F.A., University of Texas at Austin

David A. Gapp (1979)
Associate Professor of Biology; B.S. and A.M., College of William and Mary; Ph.D., Boston University

Janetta Mary Garrett (1985)
Associate Professor of Biology; M.I. Biol., North East Surrey College of Technology; M.Sc., Trent University; Ph.D., Texas A & M University

Margaret Gentry (1982)
Associate Professor of Psychology and Women's Studies; A.B., Duke University; Ph.D., Washington University

Christophre Georges (1989)
Assistant Professor of Economics; B.A., Connecticut College; M.A. and Ph.D., University of Michigan

Amy Herstein Gervasio (1982)
Associate Professor of Psychology; A.B., University of California at Santa Cruz; A.M. and Ph.D., Ohio State University

George Albert Gescheider (1964) **F**
Professor of Psychology; B.S., Denison University; M.S., Tulane University; Ph.D., University of Virginia

Louanne Genet Getty (1990) **fs**
Visiting Assistant Professor of Art; B.F.A., University of Montana; M.F.A., Syracuse University

Dennis L. Gilbert (1975) **FS**
Professor of Sociology; A.B., University of California at Berkeley; A.M., University of Oregon; Ph.D., Cornell University

Barbara Kirk Gold (1989)
Professor of Classics; B.A., University of Michigan; M.A. and Ph.D., University of North Carolina at Chapel Hill

Philip Grady (1983)
Associate Professor of Physical Education; B.S., Norwich University; M.S., State University of New York at Albany

David J. Gray (1969)
Professor of Sociology; A.B., A.M., and Ph.D., Pennsylvania State University

Diana F. Green (1990) **fs**
Visiting Assistant Professor of Dance; B.A. and M.F.A., University of California at Irvine

Charles L. Grim III (1990) **fs**
Visiting Assistant Professor of Economics; B.A., Case Western Reserve University; M.S. and Ph.D., Purdue University

Christine Elisabeth Groeppner (1990) **fs**
Visiting Instructor in German; M.A., University of Wisconsin

Haldun N. Gülalp (1990) **fs**
Visiting Assistant Professor of Sociology; B.S. and M.Sc., Middle East Technical University, Ankara; M.A., University of Manchester; Ph.D., State University of New York at Binghamton

Martine Guyot-Bender (1991)
Assistant Professor of French; License d'Anglais option Linguistique, University of Metz; M.A. and Ph.D., University of Oregon

Paul Alan Hagstrom (1991)
Instructor in Economics; B.A., St. Olaf College; M.S., University of Wisconsin

Shelley Patricia Haley (1989)
Assistant Professor of Classics; A.B., Syracuse University; Ph.D., University of Michigan

Lydia Hamessley (1991) **fs**
Visiting Assistant Professor of Music; B.Mus.Ed., Texas Lutheran College; M.A. and Ph.D., University of Minnesota

Elaine Heekin (1985)
Assistant Professor of Dance; B.A., State University of New York College at Brockport; M.A., University of California at Los Angeles

M. Jean Heriot (1991) **fs**
Visiting Assistant Professor of Anthropology; B.A., University of South Carolina; M.A. and Ph.D., University of California at Los Angeles

Stuart H. Hirshfield (1982)
Associate Professor of Computer Science; B.S., University of Michigan; M.S. and Ph.D., Syracuse University

Robert G. Hopkins (1983)
Associate Professor of Music and Associate Dean of Students; A.B., Oberlin College; M.A. and Ph.D., University of Pennsylvania

Brett C. Hull (1991)
Assistant Professor of Physical Education; B.S. and M.Ed., Frostburg State University

Stephenson Humphries-Brooks (1983)
Assistant Professor of Religion; A.B., William Jewell College; M.Div., Southern Baptist Theological Seminary; Ph.D., Columbia University

Maurice Isserman (1990)
Assistant Professor of History; B.A., Reed College; M.A. and Ph.D., University of Rochester

Elizabeth J. Jensen (1983)
Associate Professor of Economics; B.A., Swarthmore College; Ph.D., Massachusetts Institute of Technology

Hong Gang Jin (1989)
Assistant Professor of Chinese; B.A., Shanxi University; M.A. and Ph.D., University of Illinois

Derek Charles Jones (1972)
Professor of Economics; A.B., University of Newcastle upon Tyne; M.Sc., London School of Economics; A.M. and Ph.D., Cornell University

George T. Jones (1985)
Associate Professor of Anthropology; B.A., M.A., and Ph.D., University of Washington

Esther Sue Kanipe (1976)
Professor of History; A.B., University of North Carolina at Greensboro; A.M. and Ph.D., University of Wisconsin

Robert Kantrowitz (1990)
Assistant Professor of Mathematics; A.B., Hamilton College; M.A., M.Phil., and Ph.D., Syracuse University

Alfred H. Kelly (1981)
Professor of History; A.B., University of Chicago; A.M. and Ph.D., University of Wisconsin

Timothy J. Kelly (1982)
Associate Professor of Mathematics; A.B., University of Scranton; A.M., Stanford University; M.S. and Ph.D., University of New Hampshire

Miwako Kimura (1989) **fs**
Visiting Instructor in Japanese; Graduate Certificate, Design School of Japan

Robin Bryan Kinnel (1966) **FS**
Silas D. Childs Professor of Chemistry; A.B., Harvard University; Ph.D., Massachusetts Institute of Technology

Larry Edward Knop (1977) **S**
Associate Professor of Mathematics; B.S., University of Washington; M.S., University of Miami; Ph.D., University of Utah

Geraldine S. Knortz (1982)
Associate Professor of Physical Education and Assistant Director of Athletics/Clubs and Women's Athletics; B.S., State University of New York College at Cortland; M.S., Northern Illinois University

G. Roberts Kolb (1981)
Associate Professor of Music; A.B., Occidental College; M.A., California State University at Fullerton; D.M.A., University of Illinois

Cynthia L. Kramer (1990) **f**
Visiting Instructor in Geology; B.S., Pennsylvania State University

Philip Daniel Krasicky (1990) **fs**
Pew Visiting Assistant Professor of Physics; B.S., Rensselaer Polytechnic Institute; M.S. and Ph.D., Cornell University

Roberta Lyles Krueger (1980) **FS**
Associate Professor of French; A.B., Wesleyan University; A.M. and Ph.D., University of California at Santa Cruz

Cecelia Burke Lawless (1991) **fs**
Visiting Instructor in Spanish; B.A., University of Toronto; M.A., Cornell University

David Lehman (1991) **s**
Visiting Professor of English; B.A. and Ph.D., Columbia University; B.A. and M.A., University of Cambridge

David Alan Lewis (1991) **fs**
Visiting Instructor in Art; A.B., University of Southern Indiana; A.M., Indiana University

Cheng Li (1991)
Instructor in Government; B.A., East China Normal University; M.A., University of California at Berkeley; M.D., Jing An Medical School, Shanghai

Joseph T. Malloy (1982)
Associate Professor of German; A.B. and A.M., State University of New York at Binghamton; Ph.D., University of Virginia

Ivan Marki (1965) **FS**
Professor of English; A.B., University of Alberta; A.M. and Ph.D., Columbia University

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Visiting Instructor in Biology, B.S., Lehigh University

Jeremy Tyler Medina (1968)
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Maureen C. Miller (1989)
Assistant Professor of History; B.A., American University; M.A., Catholic University of America; A.M. and Ph.D., Harvard University

Sue Ann Miller (1975)
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Peter J. Millet (1968)
Litchfield Professor of Physics; B.S., Rensselaer Polytechnic Institute; M.S. and Ph.D., Syracuse University

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Robert Bruce Muirhead III (1972) **S**
Professor of Art; B.F.A., Rhode Island School of Design; M.F.A., Boston University School of Fine Arts

Thomas Edward Murphy (1970)
Professor of Physical Education and Director of Athletics; B.S. and M.Ed., Springfield College

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Associate Professor of Dance; B.A., Butler University; M.A., Indiana University

Vincent Odamtten (1985)
Associate Professor of English; B.A. and M.A., University of Cape Coast, Ghana; Ph.D., State University of New York at Stony Brook

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Robert C. Palusky (1969)
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Robert L. Paquette (1981)
Publius Virgilius Rogers Associate Professor of American History; A.B. and A.M., Bowling Green University; Ph.D., University of Rochester

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James S. Sherman Professor of Government; A.B., Hamilton College; A.M. and Ph.D., Syracuse University

Philip M. Pearle (1969)
Professor of Physics; B.S., M.S., and Ph.D., Massachusetts Institute of Technology

Samuel Frank Pellman (1979)
Professor of Music; B.Mus., Miami University; A.M. and D.M.A., Cornell University

William A. Pfitsch (1989)
Assistant Professor of Biology; A.B., Oberlin College; M.S. and Ph.D., University of Washington

Gregory Richard Pierce (1991)
Assistant Professor of Psychology; B.S., M.S. and Ph.D., University of Washington

Jeffrey Lawrence Pliskin (1982)
Associate Professor of Economics; A.B., State University of New York at Binghamton; A.M. and Ph.D., University of Michigan

Deborah Frances Pokinski (1978)
Associate Professor of Art and Associate Dean of the Faculty; A.B., Randolph-Macon Woman's College; A.M. and Ph.D., Cornell University

Elizabeth Faye Potter (1976)
Professor of Philosophy; A.B., Agnes Scott College; A.M. and Ph.D., Rice University

Nancy Sorkin Rabinowitz (1974)
Professor of Comparative Literature; A.B., City College of the University of New York; Ph.D., University of Chicago

Peter Jacob Rabinowitz (1974)
Professor of Comparative Literature; A.B., A.M., and Ph.D., University of Chicago

George A. Raiche (1990)
Assistant Professor of Chemistry; A.B., Colby College; Ph.D., Dartmouth College

Heidi Ravven (1983)
Associate Professor of Religion, Jewish Chaplain, and Hillel Director; B.A., M.A., and Ph.D., Brandeis University

Douglas A. Raybeck (1970)
Professor of Anthropology; A.B., Dartmouth College; Ph.D., Cornell University

Robert Redfield (1986)
Associate Professor of Mathematics; B.A., Reed College; M.A., University of Oregon; Ph.D., Simon Fraser University

E. Michael Richards (1984)
Associate Professor of Music; B.Mus., New England Conservatory of Music; M.Mus., Yale University; M.A., Smith College; Ph.D., University of California at San Diego

Elizabeth Muir Ring (1990) **fs**
Visiting Associate Professor of Philosophy; A.B. and A.M., University of Manitoba; Ph.D., Brown University

James Walter Ring (1957)
Winslow Professor of Physics; A.B., Hamilton College; Ph.D., University of Rochester

Elisa Rosales (1990) **fs**
Visiting Assistant Professor of Spanish; Licenciada, Universidad Autonoma de Madrid; Ph.D., Syracuse University

Irma Rosenfeld (1990) **fs**
Visiting Instructor in English; A.B., Queens College; M.A., University of Rochester

William Rosenfeld (1969)
Marjorie and Robert W. McEwen Professor of English; A.B., Utica College; A.M. and Ph.D., University of Minnesota

Carl A. Rubino (1989)
Professor of Classics; A.B. and A.M., Fordham University; Ph.L., Woodstock College/Loyola Seminary; Ph.D., State University of New York at Buffalo

Carol S. Rupprecht (1974)
Professor of Comparative Literature; B.S., University of Virginia; A.M., M.Phil., and Ph.D., Yale University

Paula Claire Rust (1989)
Assistant Professor of Sociology; A.B., Oberlin College; M.A. and Ph.D., University of Michigan

Henry John Rutz (1976) **FS**
William R. Kenan, Jr. Professor of Anthropology; A.B., Lawrence University; A.M., University of Hawaii; Ph.D., McGill University

John Michael Rybash (1990)
Associate Professor of Psychology; B.A. and M.A., State University of New York College at Oswego; Ph.D., Syracuse University

William Salzillo (1973)
Professor of Art and Director of the Emerson Gallery; A.B., Middlebury College; B.F.A., Rhode Island School of Design; M.F.A., Cranbrook Academy of Art

Franklin A. Sciacca (1984)
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Ann J. Silversmith (1989)
Assistant Professor of Physics; A.B., Oberlin College; M.Sc., University of Wisconsin; Ph.D., Australian National University

Robert Leonard Simon (1968)
Professor of Philosophy; A.B., Lafayette College; Ph.D., University of Pennsylvania

Richard Francis Somer (1977)
Professor of Rhetoric and Communication; A.B. and Ph.D., University of Illinois; A.M., Southern Illinois University

Nathaniel Cushing Strout (1980) **F**
Associate Professor of English; A.B., Carleton College; A.M. and Ph.D., University of Rochester

Byron D. Stuhlman (1991) **fs**
Visiting Assistant Professor of Religion; B.A., Yale University; S.T.B., General Theological Seminary; Ph.D., Duke University

Frank Fonda Taylor (1990) **fs**
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Santiago Tejerina-Canal (1984)
Associate Professor of Spanish; Licenciatura, Filosofia y Letras, Universidad Central de Barcelona; M.A. and Ph.D., University of Massachusetts at Amherst

Barbara J. Tewksbury (1978)
Stephen Harper Kirner Associate Professor of Geology; B.S., St. Lawrence University; M.S. and Ph.D., University of Colorado

Margaret Olofson Thickstun (1988)
Associate Professor of English and Director of the Reading and Writing Center; A.B., Mount Holyoke College; M.A. and Ph.D., Cornell University

Brady Sewell Thomas (1986)
Assistant Professor of Theatre; B.A., M.F.A., and Ph.D., University of California at Los Angeles

David W. Thompson (1983)
Assistant Professor of Physical Education; A.B., Colgate University; M.S., Syracuse University

Eugene M. Tobin (1980)
Professor of History and Dean of the Faculty; A.B., Rutgers University; A.M. and Ph.D., Brandeis University

Bonnie Urciuoli (1988) **FS**
Assistant Professor of Linguistics; B.A., Syracuse University; M.A. and Ph.D., University of Chicago

Don A. Van Atta (1985)
Assistant Professor of Government; B.A., Occidental College; M.A. and Ph.D., University of California at Berkeley

Jonathan Vaughan (1971)
Professor of Psychology; A.B., Swarthmore College; A.M. and Ph.D., Brown University

Victoria V. Vernon (1983)
Associate Professor of Comparative Literature; B.A., California State University at Long Beach; M.A., University of Southern California; Ph.D., University of California at Berkeley

Manfred E. von Schiller (1959)
Professor of Physical Education; B.S., State University of New York College at Brockport; A.M., St. Lawrence University

Frederick Reese Wagner (1969)
Christian A. Johnson "Excellence in Teaching" Professor of English; A.B., A.M., and Ph.D., Duke University

Bruce Walczyk (1985)
Assistant Professor of Dance; B.A., State University of New York College at Brockport; M.A., University of California at Los Angeles

Elizabeth J. Warner (1989)
Assistant Professor of Economics; B.A., College of Wooster; M.A. and Ph.D., University of Michigan

David J. Wasserman (1987)
Assistant Professor of Chemistry; B.A., Dartmouth College; Ph.D., Yale University

Sydna Stern Weiss (1974)
Associate Professor of German; A.B., Vassar College; A.M., Middlebury College; A.M. and Ph.D., Princeton University

Douglas Alexander Weldon (1977)
Associate Professor of Psychology; A.B., College of Wooster; A.M., Towson State University; Ph.D., State University of New York at Buffalo

Richard William Werner (1975)
Professor of Philosophy; A.B., Rutgers University; A.M. and Ph.D., University of Rochester

Thomas Edward Wheatley (1990)
Assistant Professor of English; B.A., Rhodes College; M.A., University of York; M.A. and Ph.D., University of Virginia

James Robert White (1982) **FS**
Associate Professor of Economics; A.B., University of California at Berkeley; A.M., M.Phil., and Ph.D., Columbia University

Ernest H. Williams (1984)
Associate Professor of Biology; B.S., Trinity College; M.A. and Ph.D., Princeton University

Jay Gomer Williams (1960)
Walcott-Bartlett Professor of Religion; A.B., Hamilton College; M.Div., Union Theological Seminary; Ph.D., Columbia University

Tamara R. Williams (1987) **FS**
Assistant Professor of Spanish; B.A., Queen's University, Canada; M.A., Pennsylvania State University; Ph.D., University of Michigan

Thomas A. Wilson (1989)
Assistant Professor of History; B.A., University of Connecticut; A.M. and Ph.D., University of Chicago

Laura R. Winsky (1990)
Instructor in Government; B.A., Clark University; M.A., University of Rochester

Tekle Mariam Woldemikael (1987)
Associate Professor of Africana Studies; B.A., Addis Ababa University; M.A. and Ph.D., Northwestern University

Warren Earl Wright (1960)
Upson Professor of Rhetoric and Oratory; A.B. and A.M., Emerson College; Ph.D., University of Illinois

Paul Gary Wyckoff (1991)
Assistant Professor of Government and Director of the Arthur Levitt Public Policy Center; B.A., Macalester College; Ph.D., University of Michigan

Debao Xu (1991) **fs**
Visiting Assistant Professor of Chinese; B.A., Taiyuan Teacher's College; M.A., Beijing Normal University; M.A. and Ph.D., University of Illinois

Penny Linn Yee (1991)
Assistant Professor of Psychology; B.A., Pomona College; M.S. and Ph.D., University of Oregon

Michael J. Yesalonia (1989)
Assistant Professor of Physical Education; B.S. and M.Ed., Norwich University

Late Appointment

Walter Keutel (1991) **fs**
Visiting Assistant Professor of German; "Staatsexamen," University of Tübingen; Ph.D., University of California at Berkeley

Committees of the Faculty, 1991-92

Committee on Academic Policy
Tobin, *ex officio*; Hopkins, *ex officio*; McEnroe; V. Anderson; Rubino; Garrett; G.T. Jones; Tejerina-Canal; C. Domack.

Committee on Appointments
Gentry; Hirshfield; Bellini-Sharp; Gold; A. Kelly; Briggs.

Academic Council
Tobin, *ex officio*; Kolb, *ex officio*; Brewer, *ex officio*; P. Rabinowitz, Rust; Wilson.

Committee on Admission and Financial Aid
Tobin, *ex officio*; Thompson, *ex officio*; Decker; Vernon; Odamtten; Haley; Silversmith; Cratty.

Committee on Academic Standing
Hopkins, *ex officio*; Coates, *ex officio*; Bahlke; J. Williams; Pfitsch; Heekin.

Committee on the Library
Tobin, *ex officio*; O'Leary, *ex officio*; Stenstrom, *ex officio*; Weldon; Paquette; Potter.

Committee on Student Activities
Coates, *ex officio*; Bruce; Heekin; Van Atta; Bradfield.

Vice President's Advisory Committee
O'Leary, *ex officio*; Tobin, *ex officio*; Vernon; Simon; E. Williams; Pliskin.

Committee on Equal Opportunity
Zurakowski, *ex officio*; Gold; Malloy; Kazin.

Committee on Co-Education
Pokinski, *ex officio*; N. Rabinowitz; Haley; J. Ring.

Faculty Secretary
K. Brewer.

The President is an *ex officio* member of all committees, with the exception of the Board of Seven.

The Board of Seven consists of seven members of the Faculty, whose names are held by the Secretary of the Faculty.

Special Appointments

Kenneth M. Bart
Lecturer in Biology; B.A. and M.A., State University of New York at Binghamton

Louis G. Baskinger
Lecturer in Spanish; B.A., Utica College of Syracuse University; M.A., Syracuse University

Suzanne Beevers
Lecturer in Music (Violoncello)

Stephen Best
Lecturer in Music (Keyboard and Organ); B.A. and M.Mus., Syracuse University

Margaret Brenner
Lecturer in Art; B.S., University of Illinois; M.A. and M.F.A., State University of New York at Albany

William Burd
Lecturer in Theatre and Director of Technical Theatre

Michael Burkard
Lecturer in English; B.A., Hobart College, M.F.A., University of Iowa

Steven Button
Lecturer in Music (Trombone); B.Mus., Ithaca College

Donald Cantwell
Lecturer in Music (Saxophone); B.A., Syracuse University

Daniel Carno
Lecturer in Music (Oboe); B.Mus. and M.Mus., Syracuse University

Edward Castilano
Lecturer in Music (Double Bass); B.Mus., Eastman School of Music

Paul Charbonneau
Lecturer in Music (Classical Guitar); B.Mus., University of New Mexico

Richard Decker
Lecturer in Music (Horn) and Director, Woodwind Ensembles; B.Mus., Eastman School of Music; M.Mus., Catholic University

Charles W. England
Lecturer in Music (Tuba) and Conductor, Brass Choir, B.M.E., Augustana College; M.Mus., Yale University

Anita Firman
Lecturer in Music (Voice); B.S. and M.M.E., State University of New York College at Fredonia

Linda Greene
Lecturer in Music (Flute); B.Mus., Syracuse University

Steven Heyman
Lecturer in Music (Piano); B.S. and M.S., Juilliard School of Music

Alan Joseph Iser
Lecturer in Religion; B.A., Washington University; M.A., Harvard University

Lauralyn Kolb
Lecturer in Music (Voice); A.B., Occidental College; A.M., Smith College

Ursula Kwasnieka
Lecturer in Music (Harp); B.Mus. and M.Mus., Manhattan School of Music

Raymond W. Larzelere
Lecturer in Music (Voice); B.Mus., State University of New York College at Potsdam; M.A., State University of New York at Binghamton

Dwight N. Lindley
Lecturer in English; A.B., Hamilton College; A.M. and Ph.D., Columbia University

Richard G. Lloyd
Lecturer in Dance; A.B., Hamilton College; B.Mus. and M.Mus., McGill University

Hy Van Luong
Scholar-in-Residence; B.A., University of California at Berkeley; Ph.D., Harvard University

John Loy
Lecturer in Art; B.F.A., Washington University; M.F.A., Cranbrook Academy of Art

Laurance A. Luttinger
Lecturer in Music (Percussion); B.Mus.Ed. and M.Mus., Syracuse University

Scott MacDonald
Lecturer in Art; A.B., DePauw University; M.A. and Ph.D., University of Florida

Susan A. Mason
Lecturer in Rhetoric and Communication; B.S., State University of New York College at Oswego; M.A., State University of New York at Albany; M.S., Ithaca College

George Myers
Lecturer in Music (Violin and Viola) and Chamber Music Coach; B.S., Hunter College; M.Mus., State University of New York at Binghamton

Tibor Palfai
Lecturer in Psychology; B.A., Sir George Williams University; M.S. and Ph.D., University of Waterloo

Deborah Payne
Lecturer in Mathematics; B.S., Simmons College; M.A.T., Colgate University

Colleen Roberts Pellman
Lecturer in Music (Piano) and Coordinator of Staff Pianists; B.Mus., Miami University; M.Mus., Ithaca College

Carlota Powers
Lecturer in Spanish; B.A., American University; M.A., Rutgers University

Gregory Quick
Lecturer in Music (Bassoon); B.Mus., University of Michigan

Barbara Rabin
Lecturer in Music (Clarinet); B.A., Wellesley College, M.A., Wesleyan University

John Raschella
Lecturer in Music (Trumpet); Curtis Institute of Music

Kazuko Tanosaki
Lecturer in Music (Piano); B.A., Kunitachi Music College; M.A., University of California at San Diego

Nya Kwiawon Taryor, Sr.
Research Associate; B.A., Cuttington University College, Liberia; M.Div., Gammon Theological Seminary; D.Min., Southern California School of Theology

Andrea G. Tyndall
Lecturer in History; B.A. and B.Ed, University of North Carolina at Wilmington; M.A., University of North Carolina at Greensboro

Joyce M. Ucci
Lecturer in Music (Piano); B.Mus., University of Redlands; M.Mus., Yale University

Sidney Wertimer, Jr.
Lecturer in Economics; B.S., University of Pennsylvania; A.M., University of Buffalo; Ph.D., London School of Economics

Hermine Weigel Williams
Lecturer in Religion; A.B. and A.M., Vassar College; Ph.D., Columbia University

Athletic Coaches

Betsy L. Bruce
Head Coach, Women's Field Hockey and Lacrosse; B.A., College of Wooster; M.Ed., University of Iowa

Michael Davis
Head Coach, Baseball, and Assistant Coach, Football; B.A., Idaho State University

Steven David Frank
Head Coach, Football, and Assistant Coach, Women's Indoor and Outdoor Track; B.S. and M.S., University of Bridgeport

Philip Grady
Head Coach, Men's Ice Hockey, and Assistant Coach, Women's Lacrosse; B.S., Norwich University; M.S., State University of New York at Albany

Brett C. Hull
Head Coach, Men's Indoor and Outdoor Track, and Men's and Women's Cross Country; B.S. and M.Ed., Frostburg State University

Geraldine S. Knortz
Head Coach, Women's Volleyball and Softball; Director of Club Sports; B.S., State University of New York College at Cortland; M.S., Northern Illinois University

Thomas Edward Murphy
Head Coach, Men's Basketball; B.S. and M.Ed., Springfield College

David Thompson
Head Coach, Men's and Women's Swimming, and Assistant Coach, Men's Soccer; A.B., Colgate University

Manfred E. von Schiller
Head Coach, Men's Soccer and Lacrosse; B.S., State University of New York College at Brockport; A.M., St. Lawrence University

Michael J. Yesalonia
Head Coach, Women's Indoor and Outdoor Track, and Assistant Coach, Football; B.S. and M.Ed., Norwich University

Officers and Administration

Officers of the College

Harry C. Payne, *President*
A.B., A.M., and Ph.D., Yale University

Eugene M. Tobin, *Dean of the Faculty*
A.B., Rutgers University; A.M. and Ph.D., Brandeis University

Janis L. Coates, *Dean of Students*
B.S., University of Maine; M.S., Indiana University

Douglas C. Thompson, *Dean of Admission*
B.S., Swarthmore College

Daniel J. O'Leary, *Vice President, Administration and Finance*
A.B., St. John's University; M.B.A., Fairleigh Dickinson University

Joseph F. Anderson, *Vice President, Communications and Development*
A.B., Hamilton College

Office of the President

Harry C. Payne, Ph.D., *President of the College*
Patricia E. Zurakowski, *Assistant to the President*

Office of the Dean of the Faculty

Eugene M. Tobin, Ph.D., *Dean of the Faculty*
Deborah F. Pokinski, Ph.D., *Associate Dean of the Faculty*
Jennifer Potter Hayes, A.B., *Registrar*
Mary Beth Barth, M.A., *Director, Critical Languages Program*
C. Christine Johnson, B.S., *Director, Higher Education Opportunity Program*
William Salzillo, M.F.A., *Director, Emerson Gallery*
Wanda D. Jackson, M.A., *Assistant Director, Emerson Gallery*
Margaret O. Thickstun, Ph.D., *Director, Reading and Writing Center*
Sharon F. Williams, M.Ed., *Assistant Director, Reading and Writing Center*

The Daniel Burke Library

Ralph H. Stenstrom, Ph.D., *Librarian*
Frances Maloy, M.L.S., *Director of Public Services*
Teresa Strozik, B.A., *Director of Technical Services*
Timothy Hicks, A.A., *Director of Audiovisual Classroom Services*
Frank K. Lorenz, M.L.S., *Curator of Special Collections*
Kathryn Stenstrom, M.L.S., *Music Record Librarian*
Linda Brown, M.S., *Head Reference Librarian*
Lynn M. Mayo, M.L.S., *Reference Librarian*
Kristin L. Strohmeyer, M.S., *Reference Librarian*
Jane R. Marshall, M.L.S., *Head of Cataloging*
Barbara E. Swetman, M.A., *Cataloger*

Office of the Dean of Students

Janis L. Coates, M.S., *Dean of Students*
Robert G. Hopkins, Ph.D., *Associate Dean of Students (Academic)*
Nancy R. Thompson, M.Ed, *Associate Dean of Students (Residential Life)*
Lewis A. Burkley, Ph.D., *Assistant Dean of Students (Academic)*
Wesley A. Lucas, M.S., *Director of Student Activities/Bristol Campus Center*
Karen G. Green, B.A., *Director of Multicultural Affairs*
Rebecca L. Reed, M.S., *Director of Residential Life*
Louis Pellegrino, M.S., *Area Coordinator/Judicial Coordinator*
Laura McTighe, M.A., *Area Coordinator/Community Service*
Janna J. Roche, M.Div, *Acting Protestant Chaplain and Coordinator of the Chaplaincy*
Andrea L. Brand, M.D., *Medical Director, Thomas Brown Rudd Health Center*
Paula M. Lorraine, R.N., *Nursing Supervisor*
Michael S. Kriger, M.H.P., *Physician's Assistant*
Barbara J. Kabot, R.N., *Nurse Practitioner*
Sharon West, M.S., *Head Trainer*
Michael Agnone, M.S., *Assistant Trainer*
Robert I. Kazin, Ph.D., *Director, Counseling and Psychological Services*
Mark D. Thompson, Ph.D., *Counselor/Coordinator of Training and Programming*
Jan P. Fisher, M.A., *Counselor*
Gene A. Roche, Ed.D., *Director, Maurice Horowitch Career Center*
Leslie Bell, M.S., *Assistant Director, Maurice Horowitch Career Center*
Jeannine M. Murtaugh, M.A., *Program Coordinator, Maurice Horowitch Career Center*

Office of Admission

Douglas C. Thompson, B.S., *Dean of Admission*
Kenneth P. Kogut, M.Ed., *Director of Financial Aid*
Leslie B. North, A.B., *Associate Dean of Admission and Director, Hamilton Horizons Program*
Lora M. Schilder, M.A., *Associate Dean of Admission*
Vicki D. Green, B.A., *Assistant Dean of Admission and Director of Minority Recruitment*
Alisa M. Scapatici, A.B., *Assistant Dean of Admission*
Pierce E. Buller, B.A., *Assistant Dean of Admission*
Mary K. Hillman, A.B., *Assistant Dean of Admission*

Office of Administration and Finance

Daniel J. O'Leary, M.B.A., *Vice President, Administration and Finance*
William E. Shaut, Ed.D., *Controller*
Tracy A. Tomalty, B.S., C.P.A., *Assistant Controller*
Andrea M. Riordan, B.S., *Accountant*

Bettina S. Espe, B.S.S., *Director of Contract Operations*
Deborah W. Boyce, B.P.S., *Director, Administrative Services*
Sarah G. Steele, B.S., *Director, Personnel*
Barbara R. Hess, B.A., *Assistant Director, Personnel*
Arthur G. Jewett, B.S., *Director, Physical Plant*
Frank N. Marsicane, B.S., *Associate Director, Physical Plant*
Leslie D. Hawkridge, B.S., *Assistant Director, Physical Plant*
Edward I. Neidhart, *Manager, Technical Trades*
Anthony R. Poccia, Jr., *Manager, Building Structural Trades*
Fredrick C. Blunt, *Manager, Grounds*
James E. Vivyan, *Manager, Custodial Services*
David L. Smallen, Ph.D., *Director of Information Technology Services/Institutional Research*
Frank E. Price, Ph.D., *Associate Director for Academic Computing*
Lisa M. Rogers, A.B., *Assistant Director for User Services*
James C. Fergerson, M.A., *Assistant Director, Institutional Research*
Karen E. Jensen, M.B.A., *Assistant Director, Public Facilities*
David A. Cannamela, *Manager, College Store*
John C. Brucker, B.A., *Director of Security and Safety*

Office of Communications and Development

Joseph F. Anderson, A.B., *Vice President, Communications and Development*
A. Dean Abelon, A.B., *Director of Development*
John G. Mavrogenis, M.S., *Director of Alumni Affairs*
Frank K. Lorenz, M.L.S., *Editor, College Publications*
Benjamin P. Madonia III, A.B., *Director of Planned Giving*
Mary McLean Evans, A.B., *Director of Major Gifts*
Lori Rava Dennison, A.B., *Director, Regional Campaigns*
Dorothy M. Murray, A.B., *Director of Development Promotion and Stewardship*
John B.A. Nye, A.B., *Director of Annual Fund and GOLD Group Programs*
Donielle M. Korfonta, A.B., *Assistant Director, Stewardship*
Laura L. Bedford, A.B., *Assistant Director, Reunion Gift Program*
Thomas D. Brush, Jr., A.B., *Assistant Director, Regional Campaigns*
Michelle C. Marki, A.B., *Assistant Director, Prospect Development*
Lori L. Emerson, A.B., *Assistant Director, GOLD Group Programs*
Scott A. Barrett, A.B., *Assistant Director, Alumni Admission and Parents Programs*
Russell S. Christ, A.B., *Assistant Director, Communications*

1991 Graduates in Course

Bachelor of Arts

Summa Cum Laude

Dimosthenis Arhodidis, ΦΒΚ
Nancy Lynne Blabey, ΦΒΚ
Robert Alan Blackwell, Jr., ΦΒΚ
Peter Robert Checkett, ΦΒΚ
Karen Siobhan Daly, ΦΒΚ
Gerson Denis Silvestre Duarte Damiani, ΦΒΚ
Christopher Joseph Donohue, ΦΒΚ, ΣΞ
Ingrid Sarah Ehmann, ΦΒΚ
Shelton Xiao Qing Fu
Amanda Jane Geib, ΦΒΚ
Bonnie Lynn Hiatt, ΦΒΚ
Ranjit Lakhanpal, ΦΒΚ
Daniel Westbank Lane, ΦΒΚ
Christopher Charles Mascia, ΦΒΚ
Kara Lynn Masters, ΦΒΚ
Stephanie Jane Ragolia, ΦΒΚ
Natasha Ruth Rath, ΦΒΚ
Mark Richard Riccardi, ΦΒΚ
John Noah Schenendorf, ΦΒΚ
Bruce Neal Simon, ΦΒΚ
Robert Walter Trenchard, ΦΒΚ

Magna Cum Laude

Sameer Ailawadi, ΦΒΚ
Jason Kilmer Bortz
David Bradley Carp
Camberly Greene Cook, ΦΒΚ
Christopher George Cunniff, ΦΒΚ
Andrew David Cunningham, ΣΞ
Kimberly Michele Davis, ΦΒΚ
Rebecca Anne Dodge
Rebecca Anne Downing
Batu Mehmet Erman, ΣΞ
Jennifer Joan Falconer, ΦΒΚ
Joshua Lewis Goldstein, ΦΒΚ
Lara Jean Handsfield
Margaret Kathryn Hanshaw, ΦΒΚ
Elizabeth Ann King, ΦΒΚ
Jonathan Seth Kleinman
Laurie Michelle Lambert, ΦΒΚ
Keira Jean Lorentzen, ΦΒΚ
Brett Harris Mandel, ΦΒΚ
Alison Jane Mehlman, ΦΒΚ
Eleanor Natasha Metzger, ΦΒΚ
Viktoria Luise Murphy, ΦΒΚ
Joyce Linda Osborne
Sarah Louise Phillips
Christopher John Pohl, ΦΒΚ
Daniel George Preucil, ΦΒΚ
Preetam Elaine Printz, ΦΒΚ
Allison Jean Pykett
Cynthia Miriam Rand, ΦΒΚ
Lisa Evans Rawson, ΦΒΚ
Brian Thomas Redmond, ΣΞ
David Martin Reville
Rebekah Ariaantje Sassi, ΦΒΚ
Jenifer Anne Smith
Lori Anne Snyder, ΦΒΚ
Lisa Marie Stichweh
John Richard Taylor
James Murray Thatcher, ΦΒΚ
Christine Marie Vander Putten
Anthony Vigliotti
James Erik Wagner, ΦΒΚ
Michael Jon Wilcox, ΦΒΚ
Michael Thomas Zapruder

Cum Laude

Nicholas Brent Armstrong
Dean Carlo Bottino
Stacey Maureen Boyd
Lori MacArthur Brown
Megan Marie Cavanaugh, ΣΞ
Michelle Mary Clairmont
Jane Leslie Colilla
Robert Lowell Cooper
John Wollny Elliott
Sean Edward Epps
Eileen Marie Fargis
Elizabeth Elaine Fletcher
Laura Van Leer Frisch
Douglas Patrick Goudie
Jill M. Irving
Jans Alarik Iverson
Janet Anne Joachim
Daniel Lawrence Kaplan
Thomas Benson Kornfield
Miriam Carol Kornhaber
Gregory Evan Kuhn
Allan Salvatore MacAlastair Kyle
Lisa-Marie Light
Suzannah Shaw Maycock
Amy Jean Meissner
Julie Elizabeth Miller
Anne Marie Mueller
James Preston O'Brien, Jr.
Anna Jane Potter

Jonathan Sevier Pundt
Whitney Alison Rehr
Robin Salafia
Adam Gregory Sills
Eric Wiley Smith
Marta Kristin Sveden
Elise Marie Swiantek
Judith Elin Toland
Kimberly Ann Troisi
Leslie Tracy Waldorf
Andrew Michael Whitman
Kathryn Elizabeth Wright

Rite

Thomas Paul Agnello
Danielle Beth Albowicz
Tracy Anne Alexander
Alexandra Fell Allen
Joanna Shelley Allen
John Erik Ames
Nicole Andrea Anderson
Paul Stergeos Arvantides
Megan Beth Azzara
Pierson Wright Backes
Thomas Roland Bacon
Kimberly Ann Balagtas
Jennifer Morrison Ball
Rebecca Anne Barger
Andrew Frederick Barrett
Steedman Liddell Bass
Timothy Cutler Batchelder
Darlene Ann Beecher
Emily Jane Beiles
Kirk Thomas Berlenbach
Whitney John Cushman Beverly
Michael Dennis Bloomquist
Robin Lynn Body
John Francis Bolton
Charles Grosvenor Bond
Margaret Alleen Bratton
Jennifer Amy Brecher
Kimberley Lynn Bresee, ΣΞ
Laura Broenniman
Margaret Fearn Brown
Robert Geoffrey Brunner
Charles Bryceland
Doreen René Burda
Daniel Burke III
John Blinkhorn Burke, Jr.
James Butler III
Laura Dexter Caesar
Abigail Lewis Caldwell
Kellianne Cameron
Gregorio Cañellas
Matthew Charles Canelli
Matthew Lewis Carballal
Robert Rose Carson III
Michael Riel Casstevens, ΣΞ
José Antonio Castro
Carol Jean Ceglowski
Tom Yiu Chan
David S. Cho
Moon Hyung Cho
Gilbert Ghevont Chorbajian
Christopher Kevin Cicci
Kieran Cormack Clair
Kevin Carl Clark
Erin Marie Cleary
Courtnay Mulderig Coffey
Stephen Joseph Conlon
Kara Marie Connors
Bertrand Maynard Cooper III
Carol Lynn Cowing
Tina Ottley Crisp
Suzanne Cristo
Maura Clare Crotty
Dwight David Dammerman
Jean-Raphaël Etienne Dantin
William Francis Davidson IV
Rhawn Flavell Denniston
Edward Winfield Denny
Louis John DeSena
Donna Patricia Dever
Janina Karin Diaz-Solari
Julie Ellen Dixon
Owen Bradford Dodge
Christopher Thomas Donnelly
Robert Joseph D'Orazio
Theodore Charles Dros III
Clarence Alvin Dunn III
Elizabeth Stuart Dyer
Irma Jeanne Eagleton
Stephen Edward Eberhard
Elliott Eddie
Jennifer Marie Englert
Robert Michael Enserro
Elizabeth Marie Evans
Joseph Paul Falcone, Jr.
David Joseph Ferris
Christopher Henry Fielding
Ellie Sophia Filis
Deirdre O'Neil FitzGerald
Julia Richardson Flagg
Michael Vreeland Flagg

Ann Elizabeth Fleming
Jessica Lockwood Forbush
Susan Elizabeth Forester
Erika Louise Fowler
Jessica Edey Fraker
Lianne Michelle France
Caitlin Bird Francke
Gail Susan Freeman
Alexandra Stevens French
Alexander Mayo Freytag
Maria Annette Frigo
Jennifer Love Gaillard
Geoffrey P. W. Gallo
David Booth Gardner
Joseph Bennett Gardner
Sarah Gelsanliter
Alfred Robinson Glancy IV
Steven Charles Granville
Jeffrey Paul Greene
Jennifer Robin Greene
Judith Anne Gruen
Alison Merle Guben
Nathan Leslie Guerette
J. Kirby Guerin
Lynne Diane Gutstein
Michael Darren Hamilton
Sarah Howard Hand
Margaret Ann Harrison
Courtney Glenn Haslett
Elias Abdulla Hassanali
Kimberly Renee Hawkins
Samuel Rubin Heinemann
Jason Matthew Heller
Kristen Ann Heller
Thomas Badger Herbruck
Nicole Holly Hess
Heidi Jennifer Hiemstra
William Siggins Hinkle
Leah Marie Hirsch
Shanti Hixon
Steven Christopher Hodge
John Thomas Hoey
Ronnee Jill Hoffman
Brian Patrick Hoke
Kyle Freiderich Hublitz
Karen Sanders Hull
Miller Reese Hutchison III
Kira Lynn Hvidsten
Mary Kimberley Intino
Alexia Shankala Jager
Anne Rebecca Jennings
Jens Henrik Johansen
Pamela Barclay Johnson
Richard Winthrop Shepard Johnson
Kenneth Allan Jones, Jr.
Richard Kenneth Jones
Scott Christopher Jones
Stephen Mark Jones
John Fletcher Jordan
Sarah Anne Karl
Jonas Patrik Karlsson
Gordon Bernard Kaye
Sean Joseph Kealy
Stephanie Anne Kedjierski
Charles Harrison Kehler
Peter Bowen Keim
Timothy Patrick Kielty
Robert West Kittell
David Andrew Kliber
Vicki Sue Klumb
Benjiman Henry Knauer
Amy Lynn Knoll
Dorothy Stewart Krotzer
Nils Gundersen Kulleseid
Jonathan Owen Lachowitz
Peter Douglas Laird
Amanda Ridgely Lake
Wendy Elizabeth Lamont
Raymond James Lauenstein, Jr.
Melissa Ann Lavinson
David Edward Lee
Richard Pearson Lefever
Todd Maxwell Leigh
Mariangela Leone
David Leonard Lewis
Dalia Sue López-Fernández
Carmela Maria Lorusso
Lori Ann Lovejoy
Jennifer Belle Ludwig
Kathleen Ann Ludwig
Diane Louise Lynch
Janet Mary MacInnis
Caryn Campbell MacLeod
Abigail Jean MacNeish
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Nokuthula Lindiwe Makhene
Kristin Jane Markello
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Evan Howard Matthews
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Peter Carson Wymard
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Maria Christine Zamora
Alison Geralynn Zane
Robert Allan Zeller
Scott Andrew Zeller
Ross Andrew Zelman
Peter Michael Ziparo

Visiting Students

Kanto Hajanaina-Andriantsalam
Dmitry Y. Khrol
Olga Sirodoeva
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Eric Todd Westerfield, *Rochester, NY*
Thomas John Wetterhan, *Poughkeepsie, NY*
Joy Ann Wheeler, *Yaphank, NY*
Christopher Clark Wheeler, Jr., *Boca Raton, FL*
Warren Carlton White, *West Hartford, CT*
Todd Allan Whitwell, *Ontario, Canada*
Dennis Anderson Williams, *Harwich, MA*
Geralyn Elizabeth Williams, *Shavertown, PA*
Christopher John Winchester, *Larchmont, NY*
Douglas Leo Winiarski, *Ho-Ho-Kus, NJ*
Jennifer Michelle Wishnie, *Briarcliff Manor, NY*
Robert Preston Withington III, *Plattsburgh, NY*
Max Sutton Wunderle, *Westfield, NJ*

Julia Kim Yang, *New Hartford, NY*
Serge Tsuyoshi Yokoyama, *Cambridge, MA*
Michael Lawrence Young, *Bath, PA*

Jesse Daniel Zanger, *New York, NY*
Catherine McClusky Zinn, *Berkeley, CA*

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Elizabeth Michelle Aldave, *San Diego, CA*
Alexandra Austin Alevizatos, *Sparks, MD*
Jessica Cormack Allen, *Glen Ridge, NJ*
Noah Grant Allison, *Binghamton, NY*
James Matthew Anders, *Scarsdale, NY*
Telisa Tennelle Ashwood, *New York, NY*
Holly Lynn Aubel, *Louville, NY*

Stephanie Lynn Babcock, *Moravia, NY*
Matthew William Backes, *Yardley, PA*
Steven Eugene Baglin, *Sparks, NV*
Cord J. Bailey, *Granada Hills, CA*
Kara Anita Bamert, *Cairo, NY*
Dayna Alicia Bandman, *Armonk, NY*
Christopher Owen Banks, *Old Saybrook, CT*
Christopher Michael Barletta, *Dedham, MA*
Erich Albert Baumgartner, *Pittsburgh, PA*
Elizabeth Mari Becker, *Seneca Falls, NY*
Whitney Bell, *Bloomfield Hills, MI*
Howard Elliot Bender, *Kings Park, NY*
Ann Gretchen Bergan, *Syracuse, NY*
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Stephen Robert Bishop, *Wayne, PA*
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Jennifer Kathleen Boland, *Needham, MA*
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Frank David Boynton-Fisher, *Leland, MI*
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Glenn J. Bullock, *Bronx, NY*
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Ann Marie Busch, *Buffalo, NY*
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Thomas Mauran Butler, *Lenox, MA*

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Carla Suzanne Casciano, *Bedford Village, NY*
Paul F. Catanzaro, *Lancaster, NY*
Jeffrey Allen Chaffee, *Newington, CT*
Pauline Chan, *Singapore, Taiwan*
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Rachel Beth Coburn, *Mendham, NJ*
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Susanna Fernald Colwell, *Irvington, NY*
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Carrie Ann Contey, *Suffern, NY*

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Jane Porter Degenhardt, *Montclair, NJ*
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Mark Oliver Doehla, *New Canaan, CT*
David Noel Dooley, *Brooklyn, NY*
Scott Michael Dorrity, *New Hartford, NY*
Patrick Fitzgerald Dorsey, *West Hartford, CT*
Constance E. Douglas, *Pound Ridge, NY*
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Palmer Caton Douglas, *Pound Ridge, NY*
Pamela Susan Doyle, *Hammondsport, NY*
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Colleen Tracy Dunagan, *New Ipswich, NH*
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Erin Jennifer Dunne, *Closter, NJ*

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Gregory Shawn Elmer, *New Hartford, NY*
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Joshua William Everdell, *Brooklyn, NY*

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Alicia Marie Favale, *Yorkville, NY*
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Meghan Sullivan Fitzpatrick, *South Burlington, VT*
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Sheron Jacquelene Gittens, *Bronx, NY*
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Gabriela Glatzer, *New York, NY*
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Alexis Christian Graham, *New York, NY*
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Christopher Charles Green, *Whitney Point, NY*
Daniel John Greene, *Braintree, MA*
Eric Matthew Grey, *Rome, NY*
Alexander Toole Griffin, *Riverside, CT*
Julianna Helene Griffin, *Atlanta, GA*
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David Lawrence Harrison, *Lee, MA*

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David James Hayden, *Ballston Spa, NY*
Matthew Clark Henderson, *Skillman, NJ*
Aurelius O'Donald Henderson III, *Weems, VA*
Brent Robert Henze, *Northville, NY*
Jeffrey Douglas Herrold, *Schenectady, NY*
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Kimberly Sue Hunt, *Addison, NY*

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Louis Steven Kalmar III, *Wyckoff, NJ*
Vineet Kapur, *Calcutta, India*
Martha Stern Kaufman, *St. Louis, MO*
Scott Gerald Kelsey, *Clark Mills, NY*
Christopher Wilson Kerr, *Philadelphia, PA*
Vineet Khemka, *Calcutta, India*
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Patrick John Killik, *Cleveland, OH*
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Megan Rachel Klar, *New Hartford, NY*
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Jonathan Louis Koff, *Columbus, OH*
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James Maxwell Lai, *Forest Hill, MD*
Kristin Ellen Lamoureux, *West Brookfield, MA*
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Alan James LaVigne, *Ogdensburg, NY*
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Michael Charles Magyar, *Cos Cob, CT*
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Adam Paul Manus, *Newton, MA*
Robert Marinovic, *Middle Village, NY*
Benjamin King Marsh, *Altamont, NY*
Bruce Edmund Mason, *Northfield, IL*
Arthur Reab Massolo, *Glencoe, IL*
Noridia Mauras, *Buffalo, NY*
Jason Edward Maynard, *Fort Edward, NY*
Colin Larsen Mazzola, *Minnetonka, MN*

Brendan Jude McCormick, *Breezy Point, NY*
Sunshine Alexis McCoy, *Greenbrae, CA*
Kathleen Marie McDonough, *Maplewood, NJ*
Mary Ellen McKenna, *East Aurora, NY*
Kirk Williams McMullan, *Schenectady, NY*
Timothy George McQuesten, *Manville, RI*
Laura Jane Megan, *Little Falls, NY*
Joan Ann Mendelson, *Rye, NY*
Hans-Karl Meyer, *Brooklyn, NY*
Richard Edward Meyers, *Glencoe, IL*
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Arthur Mark Milhench, *Marion, MA*
Douglas Neal Miller, *Chicago, IL*
Heather Dawn Miller, *Ellington, CT*
Diana Lynn Minge, *Cold Spring Harbor, NY*
Heather Lee Mitchell, *Alden, NY*
Charles Ethan Moleski, *Philadelphia, PA*
Mark Keough Molloy, *Silver Spring, MD*
Daniel Louis Molnar II, *Gilford, NH*
Lisa Fran Molomot, *Poughkeepsie, NY*
Sarah Brett Mooney, *Rochester, NY*
Katharine E. Moose, *Leicester, NY*
Ana Margarita Morel, *New York, NY*
Gianluca Morello, *New York, NY*
Molly Mackenzie Morrill, *Lakeville, CT*
Eileen Grace Morrison, *Pasadena, CA*
Kristin Kjaer Morsman, *Bryn Mawr, PA*
Brian Davis Munson, *Weston, MA*
Lynn Ann Murphy, *Weston, MA*
Deborah Lynn Musinger, *Rochester, NY*

Lauren Carroll Nagle, *Ridgefield, CT*
Bryan Kaspar Nielsen, *Norwalk, CT*
Svenerik Nilsen, *Swarthmore, PA*
Comfort Mduduzi Nkambule, *Mbabane, Swaziland*

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Kerin Ann O'Malley, *Little Silver, NJ*
Lynne Katherine O'Shaughnessy, *Remsenburg, NY*
David Andrew Oberster, *Babylon, NY*
Geoffrey Scott Oblak, *Wethersfield, CT*
Charles Andrew Oestreicher, *Yarmouth, ME*

Nicole Camille Palaza, *Brunswick, ME*
Catherine Ruth Palmer, *New Canaan, CT*
Christopher David Parker, *Massena, NY*
Todd Sheldon Parker, *Hershey, PA*
Jennifer Susan Paul, *Fort Bliss, TX*
Bonnie Sophia Pavlo, *Brooklyn, NY*
John Seamus Pavlovich, *Westlake, OH*
Ziv Mani Peled, *West Hartford, CT*
Melissa Ann Perez, *Kenmore, NY*
Jacqueline M. Perkins, *Mannsville, NY*
Matthew Jay Perlman, *Stamford, CT*
Allison Paula Perry, *Westport, CT*
Charles Dana Perry, *Brookeville, MD*
Bronson Francisco Picket, *Mamaroneck, NY*
Elizabeth Wendell Plumb, *Waccabuc, NY*
Jean-Paul Plumez III, *Larchmont, NY*
Liza Sloane Polillo, *Philadelphia, PA*
Beth Marie Polsinello, *Ballston Lake, NY*
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Sarah Gray Rafferty, *Riverside, CT*
Lynn Ann Ralph, *Clinton, NY*
Gretchen Ann Ramos, *Louville, NY*
Tresa May Randall, *Webster, NY*
Neil Stevens Rankin, *Wallingford, PA*
Christopher Neil Read, *Manchester Center, VT*
Sara Elizabeth Regan, *Cazenovia, NY*
Scott Robert Regan, *Wallingford, CT*
Andrew Adams Regier, *Brooklyn, NY*
Jonathan Paul Renert, *La Mesa, CA*
Amy Brooks Reynolds, *Arlington, MA*
Stephen Benjamin Reynolds, *Simsbury, CT*
Richard Paul Rhodes, Jr., *Westfield, NJ*
Richard Robert Riccardi, *Melrose, MA*
Anthony St. Stephen Richardson, *Fairfield, CT*
David Scott Richeson, *Honeoye Falls, NY*
Anne Colby Rickards, *Wilmington, DE*
Megan Eugenia Robb, *Summit, NJ*
Eric William Roberts, *Ontario, Canada*
Judith Gabrielle Robin, *Lawrenceville, NJ*
David John Roda, *Potsdam, NY*
Donald Mark Rogers, *Union City, NJ*
Linda Romero, *Mastic Beach, NY*
Nathalie Veronique Rondon, *Paris, France*
Dorothy Anne Rose, *Swarthmore, PA*
Lisa Beth Rosenbaum, *West Hartford, CT*

Benjamin David Roye, *Pleasantville, NY*
Lauren Rubenstein, *Owings Mills, MD*
John Francis Rutledge, Jr., *West Simsbury, CT*
Angela Helen Ryan, *Westport, CT*

Carlos Alberto Sagebien, *Pennington, NJ*
Lindsey Elizabeth Salerno, *Ithaca, NY*
Syed Rafay Salim, *Paribagh Dhaka, Bangladesh*
Marcela Marie Sanchez, *New York, NY*
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Paul Lloyd Sargent, *Syracuse, NY*
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Robin Sara Schafer, *New York, NY*
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Michael Alan Schoenegge, *Winchester, MA*
Kimberly Ann Schofield, *Carver, MA*
Jeffrey David Schraver, *Webster, NY*
David John Scott, *Guilford, CT*
Andrew Marc Scott, Jr., *Medford, NY*
John Turhan Service, *APO Miami, FL*
Zahra Sethna, *New York, NY*
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Julie Ann Sheldon, *Pawling, NY*
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Pontus Max Axel Siren, *Lugano, Switzerland*
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Margaret Mary Smith, *Clarence Center, NY*
Virgilio Soler, Jr., *New York, NY*
Jessica Anne Solky, *Rochester, NY*
Stephen Bentley Sours, *Kingston, PA*
Michael Patrick Spence, *Bayville, NY*
Lille Caroline Springall-Gautier, *Marchena Echegaray Edo de Mexico, Mexico*
Patrick Robert St. Amant, *Marcy, NY*
Howard Aaron Steinman, *Mountain Lakes, NJ*
William Edward Stern, *Worcester, MA*
Jean Ellen Strauch, *Winnetka, IL*
Agus Sutikno, *Jatim, Japan*
David Graham Sykes, *Philadelphia, PA*
Eric Dominick Szatko, *Whitesboro, NY*

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Kerry Leigh Taylor, *Reistertown, MD*
Robert Douglas Taylor, *West Chester, PA*
Dirk Jeremiah Tenzer, *Old Brookville, NY*
Jennifer Highlands Terrell, *New Vernon, NJ*
Charles David Thompson, *Pittsburgh, PA*
Charles Morrow Thompson, *Rochester, NY*
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Kenneth Morford Tousley, *Seattle, WA*
Jason Gregory Tremlett, *Ava, NY*
Marshall Armistead Trow, *Richmond, VA*
Mete Tunca, *Lincoln, RI*
Brian William Turner, *Falmouth, MA*
Dean A. Tyrell, *Peru, NY*

Adam Charles Uzelac, *Birmingham, MI*
Christopher John Uzzi, *Paramus, NJ*

Daniel Travis Vail, *Boonville, NY*
Mark Valderrama, *Bronx, NY*
Juan Valdez, *Bronx, NY*
Diana Van Maasdijk, *Quito, Ecuador*
Jacqueline Vargas, *Bronx, NY*
Ogetay Velialioglu, *Istanbul, Turkey*
Kyle Courtenay Velte, *Gaithersburg, MD*
Jason Burns Venier, *Wantagh, NY*
Judson McCormick Venier, *Wantagh, NY*

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Jonathan Mayhew Wainwright, Jr., *New York, NY*
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Allison Coffin Walker, *Marblehead, MA*
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Laura Christine Wefer, *Newtown, CT*
Joshua Ian Weinerman, *Highland, NY*
Rachel Beth Weinstein, *Rochester, NY*
David Neal Weiskopf, *Mill Valley, CA*
Rachel Suzanne Weiss, *York, PA*
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Margaret Bernice Wendling, *Havertown, PA*
Joel Christopher Wenger, *Hicksville, NY*
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Thomas Coburn Whitmoyer, *Myerstown, PA*
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Katherine Susan Winn, *Alexandria, VA*
Andrew George Wittenberg, *Longmeadow, MA*
Christopher Maharg Wixson, *Buffalo, NY*
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Matthew Lawrence Wolfrom, *Dublin, OH*
Grant Alan Wood, *Ontario, Canada*
Sarah Billingsley Woods, *Pleasantville, NY*
Stacey Elizabeth Wransky, *Bristol, CT*
Douglas Clayton Wrightsman, *Gloversville, NY*
Kevin Bradford Wyckoff, *Buffalo, NY*

Evan Jeffrey Zane, *Wyckoff, NJ*
William Richard Zeltner, *Scarsdale, NY*

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Sheri Ann Alessandro, *Melrose, MA*
Omer Algar, *Istanbul, Turkey*
Kristen Joy Alves, *Lexington, MA*
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Lee Arnold, *Colmar, PA*
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Rachel Davis Baime, *Chester, NJ*
Kimberlee Kelly Balok, *Elmira, NY*
Giselle Marie Baluarte, *Philadelphia, PA*
Vanessa Jan Barniak, *Turin, NY*
Valrie Carlene Barrett, *Brooklyn, NY*
Chris Emmanuel Barris, *Worcester, MA*
Edward Brian Bartoszewski, *Hannibal, NY*
Gregory James Basmajian, *Manhasset, NY*
T. Pamela Lauren Bathgate, *New York, NY*
Darrell Richard Beebe, *Granville, NY*
Anastasia Begg, *Toronto, Canada*
Rhonda Jean Bent, *Auburn, NY*
Gabrielle Serpouhi Berberian, *Plaistow, NH*
Jeanne Petrillo Bergman, *Huntington Bay, NY*
Jerome Jason Bigby, *Bronx, NY*
Manena Bishop, *New York, NY*
Anneliese Jane Black, *Princeton, NJ*
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Molly Ann Boinski, *Buffalo, NY*
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Joshua Simo Bordes, *Mystic, CT*
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Andrea Sloane Bradley, *White Plains, NY*
Kathleen Mary Brassel, *Queensbury, NY*
Thomas Paul Brennan, *Moravia, NY*
Brian James Brownholtz, *Havertown, PA*
Jessica Ray Buchanan, *New Canaan, CT*
Kristen Laura Burt, *Albuquerque, NM*
Melissa Marie Bush, *Massena, NY*
Don Kurt Busiek, *Concord, MA*
Jason Lee Butt, *Lancaster, PA*

Margaret Shea Call, *Manchester, CT*
Mark Jonathan Callahan, *Summit, NJ*
Steven Frederick Callahan, *Doylestown, PA*
David Laurence Cangello, *Jamesville, NY*
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Harold Hutson Carspecken III, *Atlanta, GA*
Kathleen Ann Celler, *Gray, ME*
Judy Chan, *New York, NY*
Stephanie Lynn Chandler, *San Marino, CA*
Betty Ching, *New York, NY*
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Ji Yeon Chun, *Fayetteville, NY*
Daniel James Clark, *Fort Wayne, IN*
Douglas Scott Clark, *Kenmore, NY*
Gina Ann Clark, *Westport, CT*
Keith Warren Clark, *Lake Placid, NY*
Amy Catherine Climo, *Andover, MA*
Kevin Michael Cloutier, *Bloomfield Hills, MI*
Heather Anne Coburn, *Bedford, NH*
Celine Jeanne Cohen, *Oakland, CA*
Michael William Colella, *North Easton, MA*
Brandon Christopher Collings, *Media, PA*
Paul Agnew Conley III, *Omaha, NE*

Michelle Eleanor Conlon, *Scituate, MA*
Susan Elizabeth Coole, *Mansfield, PA*
Ava Kendall Corey, *Dubuque, IA*
Michael Gorton Crary, *Albany, NY*
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Heather Jane Culbertson, *Fairport, NY*
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Heather Lynne Dammerman, *Monroe, CT*
Reetu Dandora, *Yardley, PA*
Joshua Michael David, *Waltham, MA*
Douglas Sawyer Davison, *Washington, DC*
Matthew Campbell Day, *Johnstown, NY*
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John McLean Hanford, *Brookline, MA*
Patrick De Quincy Hargitt, *Linkebeek, Belgium*
Michael Todd Hargreaves, *Whitesboro, NY*
David Clouse Harper, *West Caldwell, NJ*
Robert Clayton Hatch, *Winthrop, ME*
Matthew Scott Havens, *Chatham, NJ*
Carolyn Ries Hawkins, *West Hartford, CT*
Jennifer Lynn Hawkins, *Frankfort, NY*
Michelle Christine Hays, *Palo Alto, CA*
Sarah Elizabeth Heckel, *Dallas, TX*
Prashant Ravinda Hemady, *New Canaan, CT*
Alexander Carlton Hennig, *Katonah, NY*
Kieran Patrick Hennigan, *Bronxville, NY*
Martin F. Hilfinger IV, *Tully, NY*
Leontine Hillenaar, *The Hague, The Netherlands*
Patrick Anthony Hines, *Ashburnham, MA*
Jahon Daniel Hobbeheydar, *Logansport, IN*
Jessica Alyse Hoffmann, *Berkeley Heights, NJ*
Robert Montgomery Howe III, *Ann Arbor, MI*
Feng Hui, *Shanghai, China*
Sara Lyn Huffmire, *Mansfield Center, CT*
Alex Brymer Humphreys, *New Hartford, NY*
Brian Matthew Hunt, *Fairfield, CT*
Caitlin Maria Hurley, *New York, NY*
Catherine Elizabeth Hyde, *Troy, NY*

Ivan Yuriyevich Isakov, *Moscow, USSR*
Joseph Daniel Iuorno, *New Hartford, NY*

Jennifer Lyn Jackson, *Cohasset, MA*
Hannah Jameson, *Canton, MA*
Kelly Ann Jewett, *Webster, NY*
Derrick William Johns, *Bristol, CT*
Ingrid Elise Johnson, *Atlanta, GA*
Jennifer Nicole Johnson, *Omaha, NE*
Richard Bruce Johnson, *Wallingford, CT*
Matthew Shaw Jones, *New York, NY*
Renee Brenda Joseph, *Bronx, NY*
Katherine Ann Jostrand, *Riverside, CT*
Baird Maclay Juckett, *Great Falls, VA*
Jennifer Ann Judson, *Huntington Bay, NY*

Frederick William Kaelin III, *Cutchogue, NY*
Sarah Henley Kanwit, *Winnetka, IL*
Kristan Michael Kaplinski, *Claremont, NH*
Alexander Irwin Kasanof, *Halcott Center, NY*
Justin Benjamin Kaswan, *New York, NY*
Christine Marie Kaye, *Chestnut Hill, MA*
Brian Kelley, *Fairfield, NJ*
Shawn Louis Kelly, *Ontario, Canada*
Rebecca Jo Kemnitz, *Webster, NY*
Patrick William Kenny, *West Long Branch, NJ*
Sara Frances Kirby, *Binghamton, NY*
Eric Peter Klein, *Rochester, NY*
Jessica Lynn Klein, *Rochester, NY*
Bradley Turner Kloza, *Rutherford, NJ*
Jason Edward Klurfeld, *Stony Brook, NY*
Craig Russell Kollegger, *New York, NY*
Jonathan Kornstein, *Hatsdale, NY*
Santiago Ernst Korten, *Natick, MA*
Samantha Arin Koss, *Utica, NY*
Marko Kovacevic, *Milwaukee, WI*
Kevin Kirk Krapf, *Santa Cruz, CA*
Brian Robert Krawczyk, *Panama, NY*
Nan Meredith Kurz, *New Fairfield, CT*
Ashleigh Sheridan Kyle, *El Cajon, CA*

Eric Anthony Lackner, *Katonah, NY*
Modupe Olabisi Ladeji, *Pasadena, MD*
Kathryn Husted Lamont, *Cobleskill, NY*
John Patrick Landers, *Bethesda, MD*

Tania Krystyna LaRocco, *New Hartford, NY*
Inga Astrid Larson, *Bath, ME*
Peter John Latvis, *Yarmouth, ME*
Alan Wai Keong Lee, *Penang, Malaysia*
Christina Lee, *Brooklyn, NY*
Alan Remy Leist III, *New Hartford, NY*
Ethan Caleb Lerman, *Middleburg, VA*
Drew Gibson Lewis, *Philadelphia, PA*
Yunfei Li, *Shanghai, China*
Lun-Hsuan Liao, *Pleasantville, NY*
Alexandra Callander Lifton, *Bedford, NY*
Wei-Na Lim, *Taichung, Taiwan*
H. Kennedy Linge, Jr., *Sewickley, PA*
Victoria Lyn Locascio, *Hopewell Junction, NY*
Cynthia Marie Loffredo, *Schenectady, NY*
Hadley Howe Longstreth, *Philadelphia, PA*
Andrew Davis Lovell, *Longmeadow, MA*
Christopher Mark Luedde, *Pittsburgh, PA*
Kyle Albert Luetgert, *Frankfort, IL*
Quang Ly, *Bronx, NY*
Peter Eui-Young Lyu, *Riverdale, NY*

Tianyu Ma, *Somerville, MA*
Robert Hunter MacGilvray, *West Islip, NY*
Gavin Rushmore MacPhail, *Niantic, CT*
Elizabeth Silsbee Macartney, *Clinton, NY*
Elio Fidel Machillanda, *Wilbraham, MA*
Melissa Ann Maderia, *Vineland, NJ*
Mel Kevin Magbitang, *Troy, NY*
Christina Maglieri, *West Hartford, CT*
Elizabeth Kirk Mahoney, *Greenwich, CT*
David Paul Major, *Williamsville, NY*
Joshua Craig Maker, *Machias, ME*
Nicholas George Malafis, *Brooklyn, NY*
Sandra Lynn Malyszka, *East Windsor, NJ*
Garrett Sutherland Mann, *Upper Nyack, NY*
Tamara Laverne Mark, *Brooklyn, NY*
Stephen Nicholas Markoff, *Chappaqua, NY*
Jason Wayne Marsh, *Salamanca, NY*
Bartholomew McGuire Martin, *Ann Arbor, MI*
Virginia Uihlein Martin, *McLean, VA*
Ronald Joseph Martucci, Jr., *East Chester, NY*
Nicholas Mastrocinque, Jr., *Valley Stream, NY*
Anne Lanethea Mathews, *Medford, NJ*
Sarah Diane Matloff, *Geneva, NY*
Beth Marguerite Maynard, *Clifton Park, NY*
Erin Bartlett McCann, *Huntington, NY*
Gregory McColgan, *West Hempstead, NY*
Justin Andrew McCormack, *Weston, MA*
Craig Peter McDonnell, *Floral Park, NY*
Alexander Y. McFerran, Jr., *New York, NY*
Megan Elisabeth McJennett, *Providence, RI*
Lawrence James McKiernan, *Montezuma, NM*
Scott Christopher McLean, *Monrovia, CA*
Dorothy S. McLeod, *Nashville, TN*
Dama Anne Meinsma, *Middleburgh, NY*
Mark Melnitsky, *Dedham, MA*
Justin Brown Merickel, *Tallahassee, FL*
Dennis Martin Merrick, *Hamburg, NY*
Christopher Erik Michaels, *Norwich, VT*
Jacob Peter Michlewicz, *Uashy, Sweden*
Jennifer Lynne Mijangos, *Pittsford, NY*
Andrew Tesch Miller, *Schenectady, NY*
Cynthia Carmel Mondesir, *Brooklyn, NY*
Theodore Lawrence Monoson, *Woodbridge, CT*
Robert Scott Montano, *Franklin Lakes, NJ*
Todd Douglas Moore, *Willoughby Hills, OH*
James Bolt Morehead, *Brentwood, TN*
Cooper Alden Morrow, *Windsor, CT*
Michael George Mosier, *Bloomington, IL*
Mark Littlefield Mossler, *East Machias, ME*
William Henry Moulton, Jr., *Bronxville, NY*
Jessica Haruka Mozeico, *Sherwood, OR*
Christin Marie Mullen, *Lenox, MA*
Patrick Roades Mulligan, *State College, PA*
Mary Lynn Murphy, *Verona, NJ*

Tracy Anne Nasta, *Palatine Bridge, NY*
Nicole Alisa Neckles, *Brooklyn, NY*
Nicole Renee Neubelt, *Bronsville, NY*
Peter Christopher Nintcheff, *Strongsville, OH*
Elisabeth Jeanne Novak, *Fairport, NY*
Teri Anne Nugent, *Hamlin, NY*
Oraegbunam Nwabueze, *Kew Gardens, NY*

Stephen John Oblak, *Wethersfield, CT*
Denise Michele O'Brien, *Baldwin, NY*
Terence V. Olcott, *Garden City, NY*
Kathryn Michol O'Leary, *Clinton, NY*
Michael Angelo Olivo, *Carlstadt, NJ*
McLloyd Onwyechi Onwubere, *Riverdale, MD*
Cristin Tracy O'Rourke, *Cambridge, MA*
William Myers Orr, *Summit, NJ*

Thomas Edwin Paisley IV, *Chappaqua, NY*
Christopher R. Papetti, *Dedham, MA*
Colleen Marie Parker, *Bedford, OH*
James Michael Parker, Jr., *Oswego, NY*
Priya Patel, *Springfield, PA*
Henry Merritt Paulson III, *Barrington, IL*
Christina Hampton Pearson, *Bethesda, MD*
Victor Pena, *Great Neck, NY*
Helder Pedroso Pereira, *Hartford, CT*
Kai Patrick Peterson, *Franklin Springs, NY*
Katherine Goodman Petrosky, *Santa Barbara, CA*
Christian Daniel Peyer, *Bethesda, MD*
Bradley Madison Pfau, *Emory, VA*
Frederick Albert Pfeifer, *Fayetteville, NY*
Tracee Joy Plowell, *Nashua, NH*
Gretal Maura Porcaro, *Pelham Manor, NY*
Hayat Anna Prentice, *Philadelphia, PA*
Edward Prieto, *Tarrytown, NY*
Martha Mary Pugliese, *Lewisburg, PA*

Katherine Ann Quick, *Binghamton, NY*
Sarah Shamim Qutb, *Dallas, TX*

Sejun Ra, *Bayside, NY*
Michael Ogden Rahmer, *Rome, NY*
Eliza Culver Fitz Randolph, *Cambridge, MA*
Sonja Katrina Raslavicus, *Lynnfield, MA*
Samantha Remy Reder, *New York, NY*
Martin Benjamin Reichgott, *Croton-on-Hudson, NY*
John Peter Reilly, *West Simsbury, CT*
Jeannine Marie Reynolds, *Emmaus, PA*
Katheryn Anne Richardson, *Plandome, NY*
Catherine Wood Richey, *Riverside, CT*
Matthew Taylor Richey, *Calabasas, CA*
Jocelyn Amanda Ring, *Glen Ridge, NJ*
Ruben Rivero, *Caracas, Venezuela*
Erica Hathaway Robbins, *Barrington, RI*
Melanie Elanie Roberson, *Denver, CO*
Maya Reis Roberts, *Ithaca, NY*
Liza Marie Rodriguez, *Jamaica Estates, NY*
Anne Meredith Rood, *Concord, MA*
Christine Rosalia, *Coram, NY*
Jay Bernard Rose, *Binghamton, NY*
Melissa Ann Rosendorf, *Princeton Junction, NJ*
Emma Alexander Rounds, *Springfield, VA*
Adam Patrick Rowland, *Watertown, NY*
Rahul Roy, *Chowdhury, Bengal*
Amy Elizabeth Russell, *Cohasset, MA*
Thomas Fenner Russell, *Moravia, NY*
William Peter Russell, Jr., *Whitesboro, NY*
Edgar Douglas Sager III, *Littleton, MA*
Colleen Celeste Sagullo, *Monsey, NY*
Sarah Lynn Sanborn, *Standish, ME*
Frederick Joseph Sanguine, *Frankfort, NY*
Kristine Elizabeth Santoro, *Syracuse, NY*
James Richard Saunders, *Piedmont, CA*
Virginia Rogers Savage, *Brunswick, ME*
Tammy Jean Scapicchio, *Londonderry, NH*
David Anson Schloat, *Mount Kisco, NY*
Ava Lauren Schoen, *Englewood, NJ*
Amanda Lyle Schwartz, *Bethesda, MD*
Todson Brett Schweizer, *Hanover, NH*
Anthony Lamont Scott, *New Rochelle, NY*
Christine Amy Scudder, *Silver Spring, MD*
Abigail Ellen Seaver, *Charlotte, VA*
Michael John Seibert, *Lebanon, PA*
Erica Marie Selimotic, *Ellenville, NY*
Limarys Sepulveda, *Bronx, NY*
James Allan Serhant II, *Oyster Bay Cove, NY*
Mina Joy Shalit, *Whitefish Bay, WI*
Kamila Naheed Shamsie, *Karachi, Pakistan*
Amy Frances Shapiro, *Saratoga Springs, NY*
Khizar Amjad Sheikh, *Staten Island, NY*
Amy Elizabeth Sheridan, *Ridgewood, NJ*
Andrew Downing Showers, *Larchmont, NY*
Christine Elizabeth Shuart, *Syracuse, NY*
Jonathan Lowell Shuman, *San Francisco, CA*
Zahid Siddique, *Lahore, Pakistan*
Jesse Benjamin Silverman, *New Haven, CT*
Joseph William Simmel, *Allendale, NJ*
Robert Kenneth Simonds, *Lawrenceville, NJ*
Jill Slattery, *Ithaca, NY*
Eric James Smith, *Auburn, NY*
Russell Gent Smith III, *Joplin, MO*
Christopher Robert Snyder, *Essex Junction, VT*
Jeffrey Michael Spahn, *West Falls, NY*
Derek Scott Spingler, *Hamilton, MA*
Carl James Stamm, *Essex Junction, VT*
Terrence Richard Stanulwich, *Beacon, NY*
George James Staphos, *Brooklyn, NY*
Patrick Louis Starzan, *Port Jervis, NY*
Patricia Lynn Stasco, *Ilion, NY*
Joseph Smith Stern III, *Cincinnati, OH*
Alexandra Briggs Stevens, *Seekonk, MA*
Matthew John Stowell, *Auburn, NY*
Justin Robert Stutz, *Ilion, NY*
Peter Bryant Sullivan, *Carlisle, MA*
Richard Edward Sullivan, Jr., *Norwell, MA*
Eric Lee Sussman, *Unionville, CT*

Jessica Gayle Sutphen, *Ashburnham, MA*
Kevin Michael Swaluk, *Hadley, MA*
Macrae Sykes, *New York, NY*
Matthew Carlisle Sykes, *Philadelphia, PA*
Gail Melissa Szakacs, *Passaic, NJ*

Kim Marcus Tamalonis, *Chappaqua, NY*
Noah Reed Tannen, *New York, NY*
Brendan James Tapley, *Lakeville, CT*
Jussi Pellervo Tarjamo, *Brooklyn, NY*
Stephanie Ann Taylor, *Penfield, NY*
Jessica Lindsay Temple, *Geneva, NY*
Elizabeth Anne Tesh, *Seattle, WA*
Bernadette Katherine Thomas, *Pittsburgh, PA*
Caroline Louise Thomas, *Bernardsville, NJ*
Joshua Mark Thorpe, *Sherrill, NY*
Kenneth Glenn Timm, *Bayport, NY*
Elizabeth English Tirana, *Riverside, CT*
Jason J. Topi, *Yorkville, NY*
David Kaan Tranter, *Istanbul, Turkey*
Gary David Tucker, *Lake Forest, IL*
Asli Tugrul, *Istanbul, Turkey*

Nataliya Udalova, *USSR*

Heidi Van Scoy, *Candor, NY*
Aryam Vazquez, *West New York, NJ*
Luke Imre Von Schreiber, *New York, NY*

Andrew Sheppard Wainwright, *Greenwich, CT*
Allison Carter Wandelt, *Watertown, CT*
Min Wang, *Shanghai, China*
Douglas Norbert West, *Warrensburg, NY*
Timothy Bell Weymouth, *Montchanin, DE*
Paris Wilcox, *Earlville, NY*
Lisa Jennifer Wilhelm, *Brookfield, CT*
Sarah Louise S. Willard, *Princeton, NJ*
Sharon Leona Williams, *Rock Hill, SC*
Paul James Wilson, *Ontario, Canada*
Samuel John Wilson, *Newtonville, MA*
Kathleen Ellen Winchester, *Larchmont, NY*
Peter Douglas Woglom, *Harrison, NY*
Frederick Robert Wolf, *Seattle, WA*
Julie Rebecca Wolf, *Sudbury, MA*
Julie Frances Wolfe, *Piedmont, CA*
Sarah Stonelake Wright, *Clarks Green, PA*
Stephen Henry Wrzesinski, *Norwich, NY*

Charles Franklin Yocum IV, *Guilford, CT*
Robert Mark Young, *Rochester, NY*

Matthew Anthony Ziccardi, Jr., *Glen Cove, NY*

Enrollment

Enrollment of Students by Classes, Fall 1990*

	Men	Women	Total
Class of 1991	220	206	426
Class of 1992	203	147	350
Class of 1993	217	193	410
Class of 1994	234	216	450
Visiting Students & Part-Time Special	9	23	32
Total	883	785	1668

* Numbers include students on campus as well as those in Hamilton-sponsored off-campus programs. Of the 84 students (mostly juniors) off campus last fall on approved academic leaves of absence, 61 were studying at foreign institutions.

Geographic Distribution of Students by State and Country, 1990-91

State	Students	State	Students
New York	770	Louisana	2
Massachusetts	151	Nebraska	2
Connecticut	133	New Mexico	2
New Jersey	118	North Carolina	2
Pennsylvania	97	South Carolina	2
Ohio	38	West Virginia	2
Illinois	35	Alaska	1
California	34	Arizona	1
Maryland	30	Arkansas	1
New Hampshire	18	Hawaii	1
Maine	17	Idaho	1
Vermont	17	Iowa	1
Rhode Island	15	Kansas	1
Virginia	13	Kentucky	1
Florida	10	Montana	1
Texas	9	Nevada	1
Wisconsin	9	Puerto Rico	1
Michigan	8		
District of Columbia	7	*Foreign Countries*	
Georgia	7	Canada	9
Washington	7	India	7
Minnesota	6	Turkey	6
Missouri	6	Germany	3
Colorado	5	Greece	3
Indiana	3	Japan	3
Oregon	3	Pakistan	3
Alabama	2	Spain	3
Delaware	2	United Kingdom	3

Country	Students	Country	Students
U.S.S.R.	3	Chile	1
Bangladesh	2	Finland	1
Brazil	2	France	1
Ceylon	2	Guyana	1
China, People's Republic	2	Indonesia	1
Italy	2	Israel	1
Malaysia	2	Paraguay	1
Netherlands	2	Peru	1
South Africa	2	Poland	1
Sweden	2	South Korea	1
Argentina	1	Swaziland	1
Bulgaria	1	Switzerland	1

Student Retention

Of the 513 full-time freshmen who enrolled at Hamilton College in the fall of 1984, 85 percent were graduated by the spring of 1988, 88 percent by the spring of 1989.

Degree Programs

Hamilton College is authorized by the New York State Education Department to offer the Bachelor of Arts degree in the following programs (enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards):

Programs	**HEGIS Code**
American Studies	0313
Ancient Mediterranean Civilization	1599
Anthropology	2202
Art	1002
Art History	1003
Asian Studies	0301
Biochemistry/Molecular Biology	0414
Biology	0401
Chemistry	1905
Classics	1504
Comparative Literature	1503
Computer Science	0701
Dance	1008
Economics	2204
English	1501
English Literature	1502
Foreign Languages	1101
French	1102
Geology	1914
German	1103
Government	2207
History	2205
Interdisciplinary Programs	4901
Linguistics	1505
Mathematics	1701
Music	1005
Philosophy	1509
Physics	1902
Psychobiology	2099
Psychology	2001
Public Policy	2207
Religion	1510
Russian Studies	0307
Sociology	2208
Spanish	1105
Theatre	1007
Women's Studies	4903
World Politics	2207
Writing	1507

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